A Comparative Analysis of Spoken Error of Students' Utterances

Nur Kafifah[1], Nurul Aini [2]
Sekolah Tinggi Keguruan Ilmu Pendidikan Kumala Metro, Indonesia[1]
Universitas Nahdlatul Ulama Lampung, Indonesia[2]
Email: nurkafifah5@gmail.com[1]
Email: aininurul92@gmail.com[2]

Abstract: This present study deals with the comparative analysis in spoken production errors made by the 2nd and the 4th-semester students of English Education Study Program in STKIP Kumala Metro. The objectives of this research are to comparative the types of errors, the frequency of error, the dominant type of errors, the similarities and differences of errors, and the sources of errors. The type of this research is qualitative research. The data of this research are utterances containing errors taken from the 2nd and the 4th-semester students. In collecting data, the researcher listened to the audio record carefully, writes the scripts correctly, then identifies the data, and selects the data deals with the types of errors. The researcher used Clark and Clark, Dulay, Burt, and Krashen's theory to analyze the errors. The results indicated that there are three types of errors made by the 2nd-semester students, namely, speech errors (78,22%), morphological errors (15,6%), and syntactical errors (6,06%). Whereas, the erroneous made by the 4th-semester students are speech errors (83,86%), morphological errors (13,1%), and syntactical errors (2,93%). The speech errors made by the 2nd and the 4th-semester students have similarities and differences. The similarities of speech errors that found by the researcher were: silent pause, filled pause, repeats, false start (unretracted), false start (retraced), correction, interjection, stutters, a slip of the tongue, error in pronunciation, error in vocabulary, error in word selection, the omission of bound morpheme-s, omission of to be, addition of to be, the omission of verb, omission of –Ing, addition of –Ing, and misuse of to be. The differences of errors made by the 2nd and the 4th-semester students are in the addition of preposition, malformation, and disordering. The dominant error made by students is filled pause. These speech errors mostly caused by three sources; cognitive difficulty, situational anxiety, and social reason.
Keywords: *Speech Production, Speech Error, Morphological Errors, Syntactical Error*

INTRODUCTION

Speaking is the skill that should be mastered by the students, but the fact shows that the students often commit an error in their spoken production, between planning and execution, are not the same such as hesitation, silent pause, correction. It is due to speaking is not the natural skill to be mastered. Another cause of errors in their speaking is the lack of confidence because they think they cannot speak English

like a native, they cannot develop the ideas in English, although they have mastered Indonesian. The examples of errors are taken from the students of the second semester in STKIP Kumala Metro:

1. I feel… I feel sad… I feel sad and angry.
2. Eh… when I, eh… in the restaurant.

The first example included\in repetition. Repetitions are seen to 'shore up' a message to ensure in getting the problems in the communication system (Danesi, 2012). The students repeat the word "I feel" three times.

The second example is included in interjections. They like hesitation pause, indicate the speakers have had to stop to think about what to say next. The students say "eh" indicates that they hesitate to speak up. It means that the students are weak in speaking English fluency. They seem to commit errors in producing their speech.

The common speech errors made by students such as repetition, silent, pause, and filled pause. According to Clark et al., (1977), common types of speech errors are silent pause, filled pause, repeat, retraced false start, unrestricted false start, correction, stutter, interjection, and a slip of the tongue. (PDST, n.d.)stated that while errors indeed reveal a system at work, the classroom language teacher will be preoccupied with noticing errors that the correct utterances in the second language go unnoticed. Besides, he also states that reducing the errors that happened in language learning can increase language proficiency as the main goal of learning the second language.

This research reviewed some previous studies which lead the research on speech error that confirm such a view to getting a gap. Harashima, (2006), Kovac (2011), Jmpvk & Cdhm (2011) investigated speech errors in students' nonlanguage learners (Engineering, Economy, and Business students). They focused on writing and speaking performsnce especialy *verb (tense)*. They anayzed grammar and morphological context. They found more errors but not mention the cause of error. In addition, Hidayati (2011) and (Hervina, 2014), research on EFL students which focused on speaking performance. They analyze errors in conjunction and the pronunciation of vowels. It can be concluded that the researcher used morphological and phonological approach syntactical aspect. Then, all reserachers classified the errors by Krashen's theory.

Based on the weaknesses of the previous study, this current study analyzes the gap to get the novelty of this research. It means that this research used a syntactical approach by Clark and Clark theory to classified speech errors made by students. The reason for choosing Clark and Clark theory involves an explanation of the dominant type of error and the sources of errors.

The study aims to describe the comparative of types of errors; to know the frequencies of every kind of errors; to know the dominance of errors; to explain the similarities and differences types of errors, and to investigate the sources of errors found in the students' speech made by the second and the fourth-semester students.

METHOD

This research used a qualitative method. The subject of this research is the second and fourth semester of English Education Study Program in STKIP Kumala Metro. There are 40 students as a sample chooses based on the purpose of the research by using purposive sampling. The object of the study is comparative type of students' utterances errors.

The data of this research is utterances from the depth interview and class presentation in the second and fourth semester. The data of speech error took from the students' speech in the speaking class. The method of collecting data that is used in this research is documentation proposed by (Marshal & Rossman, 2006) He says

that qualitative researchers typically rely on four methods for gathering information: (a) participating in the setting, (b) observing directly, (c) interviewing in-depth, and (d) analyzing documents and material culture. The technique for analyzing data that is used is error analysis proposed by (Ellis, 2008). It consists of identifying errors, describing errors, eexplaining errors, and error evaluation.

RESULT AND DISCUSSION
Result
The researcher intends to describe a comparative of the type of errors, to know the frequency every kind of errors, the dominance of errors, to describe the similarities and the differences of errors, and the last point about the sources of errors of data erroneous made by the second and the fourth-semester students.

Types of Errors Made by Students of the Second and the Fourth Semester
The result of comparative analysis of utterances errors made by the second and the fourth-semester students indicate that the types of errors made by the second semester are: (1) silent pause, (2) filled pause, (3) repeats, (4) unrestricted false start, (5) retraced false start, (6) correction, (7) interjection, (8) stutters, (9) a slip of the tongue, (10) pronunciation error, (11) vocabulary error, (12) selection word error, (13) omission of bound morpheme-s, (14) omission of to be, (15) addition of to be, (16) omission of –ing, (17) addition of –ing, (18) omission of verb, (19) misuse of to be, (20) addition of preposition, (21) mis-formation, and (22) disordering.

Meanwhile, the types of errors made by the fourth semester students are: (1) silent pause, (2) filled pause, (3) repeats, (4) unterraced false start, (5) retraced false start, (6) correction, (7) interjection, (8) stutters, (9) a slip of the tongue, (10) pronunciation error, (11) vocabulary error, (12) selection word error, (13) omission of bound morpheme-s, (14) omission of to be, (15) addition of to be, (16) omission of –ing, (17) addition of –ing, (18) omission of verb, (19) misuse of to be.

The Frequency of Errors in Spoken Production
The data of this research are taken from the students of the second and the fourth semester of English Education Department of Muhammadiyah University of Surakarta. The researcher found all types of speech errors related with the theory Clark and Clark.

After classifying data based on types of errors in the research finding above, the researcher found the frequency of errors and the percentage of errors made by the students of the second semester of English Education Department of Muhammadiyah University of Surakarta. Total of the data are 801 utterances. In the table above, the researcher divided each type in detail.

The researcher found: 627 utterances or 78,22% of speech error, 125 utterances or 15,6% included in the type of morphological error, and 49 utterances or 6,05% of syntactical error. The researcher divided and explained each type in detail. Firstly, the researcher divided types of speech error into nine types are silent pause, filled pause, repeats, utterances false start, retraced false start, correction, interjection, stutters, and slip of tongue.

The researcher found 100 utterances containing silent pause or about 12,48%, 262 utterances containing filled pause or about 32,70%, 181 utterances belongs to repeats or about 22,59%, 26 utterances including in the type of utterances false start or about 3,24%, 31 utterances containing retraced false start or about 3,87%, 4 utterances containing correction or about 0,49%, 12 utterances belong to interjection or 1,49%, 5 utterances containing stutters or about 0,62%, and 6 utterances belongs to slip of tongue or about 0,74%.

Secondly, the researcher found 125

utterances or 15,6% in the type of morphological error. Then, the researcher divided it into three parts, namely, pronunciation error, vocabulary error, and selection word error. In line with the data has been explained above it could be said that 60 utterances containing of pronunciation error or it about 7,49%, 36 utterances belong to vocabulary error or about 4,49%, and 29 utterances containing word selection error or about 3,62%.

The last, the researcher found 49 utterances or 6,05% included in the type of syntactical error. Types of error appear in the data are omission of bound morpheme-s, omission of to be, addition of to be, omission of –ing, addition of – ing, omission of verb, misuse of to be, addition of preposition, mis formation, and mis ordering.

Related with the data above, the researcher found 10 utterances containing omission of bound morpheme-s or 1,24%, 11 utterances containing omission of to be or 1,37%, 4 utterances belong to addition of to be or 0,49%, 6 utterances belong to omission of –ing or 0,74% 4 utterances containing addition of –ing or 0,49%, 8 utterances containing omission of verb or 0,99%, 1 utterance belongs to misuse of to be or 0,12%, 1 utterance belongs to addition of preposition or 0,12%,1 utterance belongs to mis formation or 0,12%, and 3 utterances belong to mis ordering or 0, 37%.

Moreover, researcher found the frequency of each types of errors made by the students of the fourth semester of English Education Department of Muhammadiyah University of Surakarta. Total of the data are 1.006 utterances. In the table above, the researcher divided each type in detail. The researcher found 844 utterances or 83,86% of speech error, 132 utterances or 13,1%% included in the type of morphological error, and 30 utterances or 2,93% of syntactical error.

The researcher divided and explained each type in detail. Firstly, the researcher divided types of speech error into nine types are silent pause, filled pause, repeats, utterances false start, retraced false start, correction, interjection, stutters, and slip of tongue. The researcher found 59 utterances containing silent pause or about 5,86%, 501 utterances containing filled pause or about 49,80%, 163 utterances belong to repeats or about 16,20%, 16 utterances including in the type of utterances false start or about 1,59%, 46 utterances containing retraced false start or about 4,57%, 5 utterances containing correction or about 0,49%, 17 utterances belong to interjection or 1,68%, 23 utterances containing stutters or about 2,28%, and 14 utterances belongs to slip of tongue or about 1,39%.

Secondly, the researcher found 132 utterances or 13,1% in the type of morphological error. So, the researcher divided it into three parts, namely, pronunciation error, vocabulary error, and selection word error. In line with the data has been explained above it could be showed that 102 utterances containing of pronunciation error or it about 10,13%, 3 utterances belong to vocabulary error or about 0,29%, and 27 utterances containing word selection error or about 2,68%.

The last, the researcher found 30 utterances or 2,93% included in the type of syntactical error. Types of error appear in the data are bound morpheme-s, omission of to be, addition of to be, omission of verb, omission of noun, omission of –ing, addition of –ing, and misuse of to be. Related with the data above, the researcher found 12 utterances containing omission of bound morpheme-s or 1,19%, 1 utterance containing omission of to be or 0,09%, 1 utterance belong to addition of to be or 0,09%, 8 utterances containing omission of verb or 0,79%, 4 utterances belong to omission of –ing or 0,39%, 2 utterances containing addition of –ing or 0,19%, and 2 utterance belongs to misuse of to be or 0,19%.

The Dominance of Errors in Spoken Production

Derived from the comparative of error classification above, the researcher found the similarities and differences that made by the second and the fourth semester students of English Education Department of Muhammadiyah University of Surakarta. The similarities of errors found by researcher are: (1) silent pause, (2) filled pause, (3) repeats, (4) unretraced false start, (5) retraced false start, (6) correction, (7) interjection, (8) stutters, (9) slip of tongue, (10) pronunciation error, (11) vocabulary error, (12) selection word error, (13) omission of bound morpheme-s, (14) omission of to be, (15) addition of to be, (16) omission of –ing, (17) addition of –ing, (18) omission of verb, (19) misuse of to be.

The researcher found the differences of errors made by the second and the fourth semester students as follow: (1) addition of preposition, (2) mis formation, and (3) mis ordering. Clearly, to show the similarities and differences between the second and the fourth semester can be seen from the table below:

Table 1. The Similarities and Differences of Errors in Spoken Production

No	Types of Errors	The 2nd semester	The 4th semester
Speech Errors			
1.	Silent Pause	✓	✓
2.	Filled Pause	✓	✓
3.	Repeats	✓	✓
4.	Unterraced False Start	✓	✓
5.	Retraced False Start	✓	✓
6.	Correction	✓	✓
7.	Interjection	✓	✓
8.	Stutters slip of tongue	✓	✓
Morphological Error			
9.	Error in Pronunciation	✓	✓
10.	Error in Vocabularies	✓	✓
11.	Error in Word Selection	✓	✓
Syntactical Error			
12.	Omission of Bound Morpheme – s	✓	✓
13.	Omission of to be	✓	✓
14.	Addition of to be	✓	✓
15.	Omission of –ing	✓	✓
16.	Addition of –ing	✓	✓
17.	Omission of Verb	✓	✓
18.	Misuse of to be	✓	✓
19.	Addition of Preposition	✓	-
20.	Mis formation	✓	-
21.	Mis ordering	✓	-

✓ = existence

- = non existence

The Sources of Errors in Spoken Production Made by Students of the Second and the Fourth Semester

Three sources had been found in this study are cognitive reason, situational anxiety and social reason.

Cognitive Reason

In this case, the researcher found that the students made errors because of cognitive difficulty. Cognitive is concerned with internal mental states. It is much related with the mental process of how people think, perceive, remember, and learn. Brain processing is much needed in the process of uttering words before executing. The cognitive difficulties are lack of vocabulary, lack of grammar mastery, and lack of pronunciation mastery.

For the example "*My name is Alam Jati, [ah] I'm from Muara Bungur Jambi [ah] I live in Kartosuro I live in [ah] [///] friend house and I already [///] finish my study in [///] UMS (pura puranya) and English department [/] department and my [/] my last score is 3.97*". *".* Cause of limited of vocabulary mastery, the speaker makes

silent pause and filled pause in her speech. Besides that, she commits error to say Indonesian language such as "pura puranya" it is caused of lacking vocabulary mastery had by the students.

Situational Anxiety

Situational anxiety is the second source of difficulty in this research. Anxiety is commonly experienced in high pressure situations, for example, prior to a making a speech or sitting an exam. When someone develops anxiety, they may notice that they find more and more things to inspire feelings of nervousness. Here, the students made errors in their speech as the result of situational anxiety.

The students who got this situation, they would get nervous, hesitation, less confidence, and worry about what would be said. For the example ""[Em] [//] ….. I want to [/] I want to work in your school because [ah] I'm [\] I want to teach [/] I want to teach [ah] students to [//] to make [/] to make they smart and I've [/] working in senior high school I two years and [/] and I'm UMS [grad- graduated]".

This example indicates that the speaker committed errors such as silent pause, filled pause, and stutter are the factors from her anxiety then she got nervous in delivering her speech. In this situation between planning and execution are different. Those errors happen when the students get nervous in delivering their speech in the presentation.

Social Reason

The last reason that caused error is social reason. In this social reason, the speaker made errors in the term of *being disrupted when friends are crowded in the class*. In this condition becomes the social reason in committing errors for the students' speeches. Students have to deliver their speeches in their friends and lecturer. In this situation, to make all of students in the class listens carefully to every speakers is impossible. Because they consist of many people in the one class. Social pressure seemed to make speaking English difficult for the students to execute the planning. For the example *"Debate and [ah] society [sosiety] the individual skills-the individual skills learns [//] the individual skill learns-the individual skills learn debate have all have all a broader impact have all a broader impact on society [sosiety] as well"*.

This example shows that, the student makes many repeats of the words "the individual skills" it causes of when he presents his material all of his friends laugh at him because he makes repeats more than one word. Besides that, there is one of his friends tells his name loudly by saying "*Enough is enough, please make end your presentation now*". It is listened by the presenter and make him feel uncomfortable in the class to continue presenting the material and he also makes pronunciation error in uttering the word "society" so some of his friends still like to laugh at him anymore.

Table 2. Sources of Errors in Spoken Production

No	Sources of Errors	Aspects
1.	Cognitive reason	- Lack of vocabulary mastery - Lack of grammar mastery - Lack of pronunciation mastery
2.	Situational anxiety	- Getting nervous - Hesitation - Less of confidence
3.	Social reason	- Being distracted when friends are crowded in the class

Discussion

In this part, the researcher clearly explains the comparison between research findings of the current study and the previous study, then the research finding of the current study and the theory.

The Comparison Between Research Finding of the Current Study and Research Finding of the Previous Study

The finding of the current research shows that the spoken production made by the second and the fourth semester students have the similarities and differences. The error types that found by the researcher were: (1) Type of speech error: (a)silent pause, (b) filled pause, (c) repeats, (d) false start (unretraced), (e) false start(retraced), (f) correction, (g) interjection, (h) stutters, and (i) slip of tongue. (2)Morphological error: (a) error in pronunciation, (b) error in vocabulary, (c) error in word selection, and(3) Syntactical error: (a) omission of bound morpheme-s,(b) omission of to be, (c) addition of to be, (d) addition of article, (e) omission of–Ing, (f) addition of –Ing, (g) omission of verb, (h) misuse of to be, (i) addition of preposition, (j) mis formation, and (k) mis ordering. The frequency of errors made by the second-semester students were: (a) Type of speech error of the 2nd semester was 627 cases (78,22%), the morphological error of the 2nd semester was 125 cases(15,6%), and syntactical error of the 2nd semester was 49 cases (6,05%).Meanwhile, the frequency of errors made by the fourth-semester students were: (a)Type of speech error of the 4th semester was 844 cases (83,86%), the morphological error of the 4th semester was 132 cases (13,1%), and syntactical error of the 4th semester was 30 cases (2, 93%).

This previous finding focuses on the error of pronunciation. Meanwhile the current study finding found varieties of errors made by the 2nd and the 4th students of English Education Study Program inSTKIP Kumala Metro.They made almost same type of errors. The type of errors are silent pause, filled pause, repeats, unterraced false start, retraced false start, correction, interjection, stutters, slip of tongue, error in pronunciation, error in vocabularies, error in words election, omission of bound morpheme – s, omission of to be, addition of to be, omission of –ing, addition of –ing, omission of verb, misuse of to be, addition of preposition, mis formation, and disordering. The 2nd semester made errors in the addition of preposition, mis formation, and mis ordering. But, the 4th semester not made na error.

Compatibility Between Research Finding of The Current Study and The Theory

The researcher finds three sources become the causes of the students' speech errors. There are cognitive difficulties, situational anxiety, and social reason. It is appropriate with the source of planning difficulties theory by Rochester (in Clark and Clark et al., 1977) has discovered three possible sources of planning difficulty are cognitive reasons, anxiety, and social reasons. The first source of planning difficulty is called cognitive difficulty. People usually take longer time to produce sentences which deal with abstract things than concrete ones. The second source is anxiety. Situational anxiety often becomes the sourceof difficulty in speech plan. When people are anxious, they become tense, and their planning and execution of speech become less efficient. The final source of difficulty is the social factor. For example, a speech plan seems difficult whenthe conversation takes place under pressure. Besides that, it is appropriate with the Wilson (2012), "speech impediments can be caused by genetic influences, physical deformities, or neurological malfunctions. Neurological malfunction. Cluttered speech is speech that is broken because of hurried, nervous, or stammering words. Leung & Robson, (1990) describe that situations with high levels of stress can trigger intermittent episodes of stuttering in many people, while some individuals may experience chronic bouts of cluttered speech." It means that the cause of student errors is parallel with the theory

In this research, the errors made by the students of the second and the fourth semester are in the kinds of speech error and grammatical

error. In the speech errors made by the students are silent pause, filled pause, repeats, false start (unterraced), false (retraced), corrections, injections, stutters, and a slip of the tongue. It is appropriate with the Clark and Clark's theory "(1977:263), common types of speech errors are (a) Silent Pause: A period no speech between words can be called silent pause (e.g. Turn on the // heater switch!). (b)Filled Pause Filled Pause is characterized by the expression such as "mm", "ah","uh", "err", or any others that filled the gap while the speaker is speaking (e.g.turn on [uh] the heater switch!). (c) Repeat. It occurs when the speakers repeat one or more words in utterance (e.g. Turn on the heater/ the heater switch!), (d)Retraced False Start. Retraced False Start simply means the correction of a word including one or more words before the corrected words (e.g. Turn on the stove the heater switch!), (e) Unterraced False Start. It is quite similar to Retraced False Start, but it does not include the repetition of one or more words in a sentence before the words that are being corrected (e.g. Turn on the stove \\ heater switch!),(f) Correction. It is expressed in explicitly "I mean", "or rather", "that is", or" well" to mark the phrases as a correction.

Corrections occur when the speaker's better utterances to say and then the corrections they make take over the place of previous words, which are considered to be mis planned (e.g. Turn on the stove switch -I mean the heater switch!), (g) Stutter. It occurs when the speakers repeat or prolong the beginning sounds of many words (e.g. Turn on the h-h-h heater switch!), (i) Interjection. It is a short exclamation like: Oh! Um!, or Ah! They, like hesitation pause, indicate that speakers have had to stop to think about what to say next. (E.g. Turn on [*oh*] the heater switch!), and (j) Slip of the Tongue. Speakers may make errors in sounds, word parts, words, and even sentence structures. They may include substitution, metathesis, omission, or addition of segments. (e.g. - Turn on the heater switch//Turn on the sweeter hitch) (Clark and Eve, 1977: 263).

Type of grammatical error divided into two parts are morphological error and syntactical error. It is appropriate with the James' 1998 theory "carries out errors in terms of where the error is located in the overall system of the TL based on the linguistic item which is affected by the error. It indicates in which components may include phonology (e.g. pronunciation), syntax and morphology".

CONCLUSION

The results of the study had found a comparative some types of errors made by the second and the fourth semester of Department English Education of Muhammadiyah University of Surakarta. The researcher also found the frequency of each type of errors made by them, the most dominant of errors made by them that is in the same type of filled pause but in different number of frequency and percentage. Besides that, the researcher found the similarities and differences made by the second and the fourth semester students, the source of errors also are found by the researcher, those are cognitive reason, situational anxiety and social reason. Meanwhile the differences are not found by the researcher.

Finally, the researcher concludes that in this present study, the students made a large number of errors both of the second and the fourth semester. The most error made by them is in the filled pause. But, the fourth semester students have more dominance errors in producing filled pause than the second semester students. It occurred because they think carefully in producing the words before executing them to know whether correct or incorrect words are selected from their minds. Whereas, the second semester students made fewer errors than the fourth semester students. It happened because they confuse to express their ideas when speaking. Therefore, they do not produce a lot of words in their speeches.

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