

An Analysis of Speech Errors Made by Students at SMA Negeri 8 Makassar

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Abstract

This study aimed to know the types of speech errors made by students and the causes of speech errors. This research uses descriptive research with a qualitative approach and uses observation and interview instruments. The subjects in this study were students of class XI IPA 1 SMA Negeri 8 Makassar in the odd semester of the 2022/2023 academic year. Subjects were selected using the technique of purposive sampling to know the types of students' speech errors and the causes of the student's speech errors. This research instrument is in the form of an observation and an interview. From the results of the data analysis, the researcher found several kinds of speech errors made by students when speaking and the causes of speech errors made by the students.

Keywords: *Analysis, Speech Error, Cause Speech Errors.*

1. Introduction

Speech errors are often found in spontaneous speech. In everyday speech, people often think that giving a speech is effortless. They believe they can create a perfect sentence to convey their thoughts to the listener. Therefore, some had to prepare a care plan before speaking, especially in private. In everyday conversation, speakers often need to make plans to convey words, phrases, or utterances, thus causing them to mispronounce their speech.

Sometimes they pause or may pause inside the midst of a phrase to consider the following right word. Cowles (2011:161) describes speech errors as mistakes speakers make when they plan to say one thing but something else instead. Clark and Eve (1997:263) stated that there are nine evaluate two difficulties of the research to be studied as follows: silent pauses, filled pauses, repetition, false starts (retraced), false starts (unretraced), corrections, interjections, stutters, and tongue slips. Speech errors occur in almost all speakers. Speakers

usually make speech errors because of some situations experienced, such as speakers being unconfident, awkward, anxious, stressed, and tired. Carrol (1986:129) states that speaking errors happen when the speaker is nervous or under stress. The importance of this research is to find out the types of speech errors made by students and the causes of students making speech errors so that students can convey words or utterances perfectly; if students make speech errors when speaking, then what is described will have a different meaning.

According to Inayah (2009), The data consists of conversational texts from the broadcaster's and listeners' interactions. The researcher gathers data by capturing the broadcaster's and listeners' conversations in SAS FM's active English programs. The researcher then writes a dialogue text and compiles a data list. The researcher classifies the type of speech errors and their sources based on Clark and Eve (1977:263).

Rahmayani (2022), stated the data consist of all utterances made by the pupils that contain speech mistakes. The information was acquired from a YouTube video presentation of students' Progress Examinations. The results were then evaluated from the standpoint of psycholinguistics, expressly based on the hypothesis given by Clark and Eve (1977).

2. Literature Review

2.1. Definition of speech production

Speech production is the process of saying articulated sounds or words, how humans produce meaningful speech. Speech production concerns how the person has the word in the form of sound without concern about the grammatical utterances (Traxler et al., 2006).

2. 2. The definition of speech errors

Speech errors are common in expressive languages, such as regular conversation. Cowles (2011:161) describes speech errors as mistakes speakers make when they plan to say one thing but something else instead. Carroll (1986: 129) argues that speech errors occur when the speaker is anxious or under pressure. In addition, he said, we are more likely to make mistakes when we are tired, stressed, or drunk.

a. Types of speech errors

According to Clark and Eve (1977:263) there are nine kinds of speech errors but, in this research, there were only eight kinds of speech errors made by students: Silent Pauses [...] it is said that a silent pause is a speech error because the speaker stops and is quiet for a moment seconds or minutes to think about what to say next, filled pause [ah] [er] [uh] [mm] is a speech error because the speaker stops and uses one of the symbols of the filled pause for a few seconds or minutes to think about what to say next, repetition [/] is a speech error because when students speak, the student repeats a few words in their words to convince or justify what was said so that students repeat

words, false starts (unretraced)[\] when students make speech errors students do not repeat the wrong words, false starts (retraced)[\] is a speech error because when students speak they realized that they made a speech error so the students corrected their words and repeated the wrong words, interjections [>ah] is a speech error because indicates that speakers have to stop to think about what to say next, stutters [---] is a speech errors, when students speak they feel nervous, so that when they say the words, the students stammer to mention it, and slip of the tongue [→] is a speech errors, when the students speak they say words that do not match the correct pronunciation.

b. The causes of speech errors

When speakers are frightened, exhausted, agitated, anxious, or under the influence of alcohol, speech problems might occur. It is supported by Carroll (1986: 129), who says that speaking errors happen when the speaker is nervous or under stress. In addition, he adds that it appears likely that being fatigued, nervous, or intoxicated increases our likelihood of making mistakes. According to Clark and Eve (1977:271), there are reasons for speech errors: cognitive difficulty, people can take longer to produce sentences on a topic using abstract words than concrete words. In addition, some doubts arise when explaining something because it is difficult to find an explanation with the right words to express it. In addition, at the level of word selection, doubts arise when speakers need help finding the right word. Anxiety happens owing to a certain scenario that makes a speaker uncomfortable, apprehensive, unconfident, uneasy, or frightened about it. They cause hesitancy when speaking. Anxiety disrupts planning and execution, making it less efficient, and the social reason it can be difficult to pronounce sentences. The speaker must explain when they still have something to say and haven't gotten the word out.

3. Research Methodology

3. 1. Research design

To conduct this research, the researcher used descriptive research with a qualitative approach to complete this research. This research the data by transcribing the student speech errors. The focus of this research is to know the kinds of speech errors and the causes of the students making speech errors.

3. 2. Research variable and operational definition

In this research variable, a single variable was used: speech errors made by the students at SMA Negeri 8 Makassar.

3. 3. Subject of the research

The researcher selected students using a purposive sampling technique appropriate to the subjects of this research: students of SMA Negeri 8 Makassar.

3. 4. Data source

The data source of this research is words and utterances produced by SMA Negeri 8 Makassar students that contain errors.

3. 5. Research instrument

The key instruments of this research are observation and an interview with students to collect and analyze data. In addition, the researcher also took videos of the spoken language used to obtain original data because the data was in the form of spoken language.

3. 6. Technique of data collection

This data collection technique uses observation to know the kinds of speech errors made by the students and interviews to know the causes of the students to make the speech errors.

a. Observation

The researcher used observation to obtain the data. In this observation, the researcher uses an observation checklist. The researcher got the data when the students did the speaking exercise by reading the recount text given by the teacher.

Table 2. Observation Checklist

No	Types of speech errors	Practice Checklist		Note
		Yes	No	
1	Silent Pause			
2	Filled Pause			
3	Repetition			
4	Correction			
5	Stutters			
6	False start (unretraced)			
7	False Start (retraced)			
8	Interjection			
9	Slip of the tongue			

b. Interview

This research used semi-structured interviews. Semi-structured is to get a detailed view of the interview. The researcher obtained the data by interviewing the students individually to know the cause of the students' speech errors during the class. The researcher also takes videos of the interview. The questions that were asked are as follows:

- a. Do you apply English in your daily life?
- b. Do you have any problems while learning English?
- c. Do you have any problems while learning English?

3. 7. Technique of data analysis

This research uses the data analyzed based on an interactive model of analysis by Miles and Huberman (1994).

a. Data collection

The researcher presents the data assessment process by selecting, focusing, simplifying, and transforming the data. Then to reduce the data, the researcher will focus on data directly related to this research, while words that are not related will be eliminated.

b. Data display

Data display helps us to understand easily. The presented data in this study uses observation checklists and interviews.

c. Drawing the conclusion

Drawing conclusions is the last data collection stage that must follow data reduction and display.

4. Findings

4. 1. Kinds of speech errors are made by the students at SMA Negeri 8 Makassar

Table 1. Kinds of Speech Errors

No	Name of the students	Kinds of speech errors made by the students
1	DEN	Repetition, False Start (retraced), and Interjections
2	FAT	Interjections, Repetition, False Start (retraced), and a slip of the tongue.
3	MUT	Filled Pause, False Start (retraced), False Start (unretraced), and a slip of the tongue.
4	TAS	Silent Pause, Repetition, and Stutters.
5	JAL	A slip of the tongue

a. DEN has three kinds of speech errors when reading:

One year ago, my family [/] my family and I went to Bukit Tinggi Padang, too. We traveled by automobile. We drove for four hours to get to Bukittinggi. That was really exhausting. But we still had a good time. We visited several tourist attractions in Bukit Tinggi such as Jam

Gadang, Zoo, Pasa Ateh, Javanese Cave, and other tourist sites while in Bukit Tinggi. We visited Air Manis Beach in Padang. We attempted some games [\] [/] some games in Jam Gadang, such as horseback riding, wagon riding, and other enjoyable activities. Many creatures, such as bears, may be seen in the zoo, ta [>ah] birds, tigers, and others. It was enjoyable.

b. FAT has four kinds of speech errors when reading:

My family and I visited Bukittinggi and Padang a year ago. We traveled by automobile. We boarded the [ah>] for a four-hour ride to Bukittinggi. That was really exhausting. But we still had a good time. We visited several tourist attractions in Bukit Tinggi such as Jam Gadang, Zoo, Pasa Ateh, Javanese Café [→] Cave, and su [>ah] and more tourist sites while in Bukit Tinggi. We visited Air Manis Beach in Padang. We traveled to Jam Gadang and attempted several successful games such as housersebek [\\] [/] horseback riding, wagon riding, and other enjoyable activities.

c. MUT has four kinds of speech errors when reading:

We trid [→] tried [ah] several activities suc [→] such as hor [\\] horseback riding, wagon ride, and other [\\] enjoyable games at Jam Gadang. We could view many different sorts [unretraced] of animels [→] animals in the zoo, such as a bear, bird, tiger, and others. It was entertaining. We may study about the history of Indonesia's independence in Bukittinggi in the Javanese cave. It's fantastic. We were at Bukittinggi for three days. We stayed in a hotel that was situated on a hill. The plis [→] location was fantastic. Because the temperature was freezing there, we had to wear a jacket when we went out. Nonetheless, I rather appreciated it. Aside from the tourist sites, we also visited various properties owned by my father's relatives.

d. TAS has three kinds of speech errors when reading:

In Padang, we visited Air Manis Beach. In [/] in there we can see the Maling Kundang stone. We also played some water games like banana ba ba [---] [/] banana boat and others. I was [/] I was so happy in [/] in there. After 5 days [...], we decided to return to Pekanbaru. We had to back home because my father had a job. That was my experience in Bukittinggi. It was a great experience.

e. JAL has one kind of speech error when reading:

My family and I visited Bukittinggi and Padang a year ago. We traveled by automobile. The four-hour trek to Bukittinggi by tok [→] was exhausting. That was really exhausting. But we still had a good time. We visited several tourist attractions in Bukittinggi such as Jam Gadang, Zoo, Patah [→] Pasa Ateh, Javanese kafe [→] Cave, and other tourist sites while in Bukittinggi. We visited Air Manis Beach in Padang.

4. 2. The students' causes of making speech errors

a. The result of an interview with SAL

(The researcher): Do you think learning English is important?

(SAL): Yes, bekus [→] because" if my skills er [/] er [→] are good, its [---] its [---] itser [→] it is easier for me to interest [→] interact with pipele [→] people who can speak English.

(The researcher): Do you apply English in your daily life?

(SAL): Sometimes, if [/] if prictif [/] prictif [→] practice martin [→] more then my pronunciation will ever [→] even better.

(The researcher): Do you have any problems while learning English?

(SAL): No, I enjoy learning English.

The cause she makes speech errors are that she felt anxious, unconfident, and nervous during the interview. This relates to Clark and Eve (1977:271) say that the source of error also comes from "anxiety". "It happens when anxious people become tense, and the planning and execution of their speeches becomes less efficient.

b. The result of an interview with MUT

(The researcher): Do you think learning English is important?

(MUT): Yes, because English is the official language [ah] in 53 [ah] countries, and it's easier [ah] for us [ah] [...] [/] for use [ah] [/] for us to get a job

(The researcher): Do you apply English in your daily life?

(MUT): Yes, [ah] so that when we [/] we learn [ah] English, we are not tense

(The researcher): Do you have any problems while learning English?

(MUT): Yes, [ah] [...] I have a hard time pronouncing the [ah] words

The cause she makes speech errors are that she felt anxious, unconfident, and nervous during the interview. This relates to Clark and Eve (1977:271) saying that the error source also comes from "anxiety." It happens when anxious people become tense, and the planning and execution of their speeches becomes less efficient.

c. The result of an interview with FAJ

(The researcher): Do you think learning English is important?

(FAJ): Yes [/] yes, it's essential because [ah] if we go [/] if we go abroad and meet foreigners, it's easier for us [...] [/] for us [...] [/] [>ah] for use to communicate [mm] with them

(The researcher): Do you apply English in your daily life?

(FAJ): No, because we are Indonesian and we use Indonesian habit

(The researcher): Do you have any problems while learning English?

(FAJ): Yes, because [ah] when I [/] when I communicate with other people using English [ah], I have difficulty

The cause she makes speech errors are that she felt anxious, unconfident, and nervous during the interview. This relates to Clark and Eve (1977:271), saying that the error source also comes from "anxiety." It happens when anxious people become tense, and the planning and execution of their speeches becomes less efficient.

d. The result of an interview with SUC

(The researcher): Do you think learning English is important?

(SUC): Yes, because [ah] [/] because it's easy to go [ah] [/] to go abroad when we can speak English

(The researcher): Do you apply English in your daily life?

(SUC): Yes, but not too [...] fluent [ah] [/] fluent [ah] because I'm [/] I'm still very not [>ah] I'm still not very fluent, and I still often mispronounce words

(The researcher): Do you have any problems while learning English?

(SUC): Yes, I often misplace the word or pronunciation

The cause she makes speech errors are that she felt anxious, unconfident, and nervous during the interview. This relates to Clark and Eve (1977:271) saying that the error source also comes from "anxiety." It happens when anxious people become tense, and the planning and execution of their speeches becomes less efficient.

e. The result of an interview with STE

(The researcher): Do you think learning English is important?

(STE): Yes, because from learning English we are [/] we are use [>ah] we are able use [...] it es [---] es especially [/] especially English is an international language

(The researcher): Do you apply English in your daily life?

(STE): Yes, you can say sometimes [...] [/] sometimes [/] sometimes because I'm not [ah] [...] [ah] [/] I'm not [/] I'm not proficient and have to learn more [/] more deeply

(The researcher): Do you have any problems while learning English?

(STE): Yes, the main problems is pronunciation and grammar [/] and grammar which are [/] which are [...] usually very difficult [...] [/] difficult to pronounce

The cause she makes speech errors are that she felt anxious, unconfident, and nervous during the interview. This relates to Clark and Eve (1977:271) saying that the error source also comes from "anxiety." It happens when anxious people become tense, and the planning

and execution of their speeches becomes less efficient.

5. Discussion

Clark and Eve (1977:263) say there are nine types of common speech errors: silent pause, filled pause, repetition, false start (retraced), false star (unretraced), corrections, interjections, stutters, and a slip of the tongue. This research uses eight types of speech errors: silent pause, filled pause, repetition, false start (retraced), false star (unretraced), interjections, stutters, and a slip of the tongue.

There are several kinds of speech errors made by the student.1. The first student with the initial name DEN made three kinds of speech errors like repetition [/.]. It is said that repetition is a speech error because when students speak, the student repeats a few words in their words to convince or justify what was said so that students repeat words, false start (retraced) [\] it is said that false start (retraced) is a speech error because when students speak, they realize that they made a speech error, so the students corrected their words and repeated the wrong words, and interjections [>ah] it is said that interjection is a speech error because indicates that speakers have to stop to think about what to say next.

The second student with the initial name FAT made four kinds of speech errors like interjections [>ah]. It is said that interjection is a speech error because it indicates that speakers have to stop to think about what to say next, repetition [/]is said that repetition is a speech error because when students speak, the student repeats a few words in their words to convince or justify what was said so that students repeat words, false start (retraced) [\] it is said that false start (retraced) is a speech error because when students speak, they realized that they made a speech error, so the students corrected their words and repeated the wrong words, and a slip of the tongue [->] it is said that slip of the tongue because when students speak students say words that do not match the correct pronunciation.

The third student with the initial name MUT made four kinds of speech errors like filled pause [ah] [er] [uh] [mm]; it is said that filled pause is a speech error because the speaker stops and uses one of the symbols of the filled pause for a few seconds or minutes to think about what to say next, false start (retraced) [\] it is said that false start (retraced) is a speech error because when students speak, they realized that they made a speech error, so the students corrected their words and repeated the wrong words, false start (unretraced) [\] it is said that false start (unretraced) because when students make speech errors students do not repeat the wrong words, and a slip of the tongue [->] it is said that slip of the tongue because when students speak students say words that do not match the correct pronunciation.

The fourth student with the initial name TAS made three kinds of speech errors like silent pause [...]. It is said that a silent pause is a speech error because the speaker stops and is silent for a few seconds or minutes to think about what to say next. Osgood (1959 in Martin 1967) stated, Silent Pauses, Filled Pauses, and Repeats are used to take time for the choices required during language codification. In contrast, false starts are devices to correct what has been said before. Silent Pauses of this kind are produced to gain time during word production. Repetition [/] it is said that repetition is a speech error because when students speak, the student repeats a few words in their words to convince or justify what was said so that students repeat words and stutter [--] said stutters because when students speak students feel nervous when they say the words, students stammer to mention it.

The fifth student with the initial name JAL made one kind of speech error slip of the tongue [->]. It is said that it slips of the tongue because when the student speaks, they say words that do not match the correct pronunciation.

The main cause of students' speech errors is a lack of self-confidence, nervousness, fear of not mastering vocabulary, and mispronouncing

words. Situational anxiety occurs due to certain situations that make the speaker tense, anxious, nervous, or worried. They tend to hesitate in speaking. Fear interrupts planning and execution, which makes it less effective. Clark and Eve (1977:271) say that the source of error also comes from "anxiety". It happens when anxious people become tense, and the planning and execution of their speeches become less efficient.

6. Conclusions

Based on the research finding, the researcher concludes as follows:

- a. Students make several kinds of speech errors: Silent Pauses, Filled Pauses, Repetition, False Starts (retraced), False Starts (unretracted), Stutters, Interjections, and Slip of the Tongue.
- b. The causes of speech errors made by students when speaking, namely the students feel anxious, nervous, and unconfident in themselves, causing students to make errors in speaking.
- c. The implication of the findings above is that there are several types of speech errors made by the student, and the main cause of speech errors made by students has the same cause, namely "anxiety,".

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