ERROR PRODUCTION OF SPEECH BY THE SEVENTHSEMESTER STUDENTS OF ENGLISH DEPARTMENT FKIP UKI TORAJA

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ABSTRACT

Error Production of Speech by the Seventh Semester Students of English Department of FKIP UKI Toraja. Thesis English Department Teacher Training and Education Faculty, Christian University of Indonesia Toraja.
The objective of this research is to find out the error production of speech are made by the seventh semester students of English department of FKIP UKI Toraja.
In order to achieve the objective of this research, the writer used qualitative method. The population of this research was the Seventh semester students of English department academic 2015/2016, which consists of 207 and divided into 9 classes. The sample of this research was 10 students. This research employed a random sampling technique. The data obtained from oral test by recording and then analyzed into the table.
The result of the data analysis shows that the seventh semester students of English department of FKIP UKI Toraja still made error of speech production. This can be proved by the result of recording is error of silent pause with frequency 17, error of filled pause with frequency 10, error of repeats with frequency 15, error of correction with frequency 18, error of stutter with frequency 17, and error of interjection with frequency 18.
Based on the result analysis data above, the writer can conclude that the seventh semester students of English department of FKIP UKI Toraja is still made error of speech production.

Key words: Error and production of speech

A. INTRODUCTION

The existence of English teaching learning process cannot be separated from teaching learning especially speaking ability. To improve speaking ability, the lecturers use presentation method in many subjects, in which the students present the materials in front of class. This method makes the students as a center and should be active in teaching learning process. Unfortunately, when they are speaking or delivering the materials, the students are not always accurate to execute their speech. In presentation, the students have time limitation to deliver their materials, it means that the students are under pressure.

In the other hand, they need a lot of time to think and to translate L1 to L2 when they are speaking. The result is there are a lot of errors in their speech production. Selinkernames such language as interlanguage error in speech production. Errors in speech production phenomenon have inspired the researcher to dig up typical learning strategies, which could be tracked back trough the existing error. Considering to the background above, the writer states the problem as follow: what kinds of error production of speech are made by the seventh semester students of English Department of FKIP UKI Toraja

B. REVIEW OF RELATED LITERETURE

1. Speech production

Speech production is the process by which thoughts are translated into speech. According to Koreman (1996:1) production of speech is widely described as a two-level process. Speech production is a process that begin when the talker formulate the message in his/her mind to transmit to the listener via speech (Rabiner&Juang 1993).

Before discussing about analyzing error, the writer would like to present first what actually error is. Most of linguistic have already stated and limited the definition of error. From a number of definition of error which express by those axperts. We may consider some of them.

Frank and Wagnalls (1998:132) state that: Error is the condition of erroing or going astray from the truth specially in matters of opinion or belief, also deviation from a right standard of judgment or conduct as through ignorance or in advertence.

According to Klasse, "An error is a form or structure that a native speaker seems unacceptable because of its, in appropriate use". While Chandra and Antonia state that " The term errors refers to errors in usage .e.g. errorneous choice of tense and verb forms, omission or wrong as the absence of subject or main clause.

Based on the definition above the writer concludes that error is a form structure that native speaker seems unacceptable because of its in appropriate use. Cause we made mistake in use it also deviation from right standard of judgment.

2. Error Production of Speech

Since it happens either consciously or unconsciously, the condition of the speaker however influences the speech error production. It commonly occurs when speaker is nervous, tired, anxiety, or intoxicated. When people are nervous or anxiety, the metabolism in their body declines which causes the signal inside the body transfers impulse to the brain.

In addition, it derives the adrenalin hormone to do harder which finally engages the heart. This condition consequently influences the irregularity of people. Because of this biological condition, people are stuttering when they are nervous or anxiety.

There is also a physical aspect that causes speech error. For instance, genetic syndrome like Down Syndrome, Speech Development like Autism, Hearing Loss, Illness, Neurological Disorder. Some people with speech problems, particularly articulation disorders, may have hearing problems. Even mild hearing loss may have an impact on how a person reproduces the sounds they hear. Certain birth defects, such as a cleft palate, can interfere with someone's ability to produce speech.

When a person has a cleft palate there is a hole in the roof of the mouth, which affects the movement of air through the oral and nasal passages. There also may be problems with other structures needed for speech, including the lips, teeth, and jaw.

Genetics may also play a role in some speech problems. For example, stuttering seems to run in some families. But in some cases, no one knows exactly what causes a person to have speech problems.

It is discovered that people who speak slowly hesitate a lot. People who speak fast do not hesitate much. When people speak, they tend to make errors and seem almost every speaker make these errors. Thus, we call this "Common Speech Error". The common types of speech errors are mentioned as follows:

a. Silent pauses

Silent pauses means a period of no speech between words. Speed of talking is almost entirely determined by the amount of such pausing. People who speak slowly hesitate a lot, and when they speed up their rate words, they do it by eliminating the pauses, not by shortening the words. Silent pause is symbolized by [//].

For example:

Let's go to the // cinema now!

please, open the // door!

1. Filled pauses

Filled pause is the second type of speech errors. It is kind of hesitation pause. Filled pause mean the pause or a gap filled by "ah", "er", "uh", "mm" or the like when the speakers speaks slowly. Filled pause is symbolized by [,….,]

For example:

Let's go to ,mm, the cinema!

Please, open ,er, the door!

2. Repeats

The third of the speech errors is repeats. Repeats mean spoken make the repetition of one or more words in row. It is usually happened when people speak spontaneously and fast. Repeats is symbolized by [/]

For example :

Please, open the door / the door!

Let's go to the cinema / cinema!

3. Retraced False Starts

The fourth of speech errors is false starts (retraced). Retraced false starts are corrections of a word. Retraced false starts also include the repetition of one or more words before the corrected word. False starts (retraced) are symbolized by [\].

For example :

> Please, open the window \ the door!
>
> Let's go to the school \ the cinema!
>
> Retraced False Starts

Unretraced false starts are the fifth type of speech errors. This type is similar to retraced false starts. However, these unretraced false starts do not include the repetition of one or more words before the corrected word. The speakers change corrected words to the right ones directly without repeat the words before the corrected words. Unretraced false are symbolized by [\\].

For example :

> Please, open the window \\ door!
>
> Let's go to the school \\ cinema!

4. Corrections

Correction happen because speakers know a good deal about how they select the words they are going to say. In each correction, speakers replace certain old words with the new ones, indicating that the old words had been misplanned. Corrections phrases are signal why speakers are interrupting themselves. (Dubois 1975) in Clark (1977 : 270) has noted the correction phases "that is' : reference editing, "or rather": nuance editing, 'I mean": mistake editing, "well" : claim editing. It is symbolized by [-].

For example :

> Please, open the window- I mean, the door!
>
> He arrived late last night – or rather, in the early hours this morning
>
> She really loves Jack – that is, Jessica does
>
> We have an examination next week – well, on Monday, 21st of August.

5. Stutters

Stutters are not of the speech errors. Speakers do the stutter because they are hesitant, stumbling, tense, jerky or nervous. Stutters are signed by repeating one letter or syllable for many timrs before a certain word that will say next. Stutter frequently occur when people give the speech in the spontaneous situation because they have to plan the expressions in words in mind before delivery.

Stutters or stammers are caused :

a. A history of stammering in the family

b. Some delay in acquiring language or articulation.

c. Considerable emotional stress

Stutters are symbolized by [- - -]

For example :

> Please, open the d-d-d-door!
>
> Let's go the ci-ci-ci-cinema!

6. Interjections

Interjection is happened when speakers remember about something, which is still related to the topic of the speaking suddenly. It is symbolized by [*….*].

For example :

> Let's go to the *eh*, cinema!
>
> Please, open, *ah*, the door!

7. Slip of The Tongue

Slip of the tongue are one of the common speech errors. It is symbolized [→] and slips of the tongue can be distinguished into a number of subtypes:

1. Anticipation is the speaker intended to say "get me the pen", but said instead "pet" me the "pen", anticipating the "p" at the beginning of "pen' in his pronunciation of "get".

2. Perseveration is opposite of anticipation

   e.g. Get me the pen →get men the gen

3. Reversal is two segments are interchange. Reversal occurred in two syllables.

   e.g. Radio → Dario

4. Blends is the speaker blends two words together taken the first half of one, and the second half of the other

   e.g. Ladies and Gentlement→lateleman

5. Hoplologies is the speaker leaves out a short stretch of speech it can omitted on syllable

   e.g. beautiful girl→beaful girl

6. Misderivation is the speaker attaches a wrong suffix or prefix to the words.

   e.g. unbelievable →misbeliavable

7. Word Substitution is the speaker produces the word that is wrong difficulty related idea semantically or phonologically to the word intended.

   e.g. the shops are open → The shops are close

C. RESEARCH METHOD

1. Research Instrument

This instrument of this research to collecting data namely oral test.

2. Population And Sample

The population of this research is the seventh semester students of English Department of UKI Toraja. There are around 207 students.

The sample was taken by using random sampling technique. And the number of respondents is ten students.

3. Collecting Data

   a. Recording

When the writer ask the students to tell their experience, the writer was done the recording to know the types of error.

   b. Transcription

After do the record, the writer was made a transcription to know that the students error.

4. Analysis Data

The collecting data from the research that deals with the types of error then be analyzed qualitatively. There are some reasons why qualitative method is the most

appropriate method of this research. They are among others: This research use oral test as means in primary data collection, and this research used the types of error production to analyzed the data to know which word is still error. So In this research, the writer would like to describe and analyze the types of speech. To make sure the errors of production speech, the writer was done the speaking test by recording students' speaking. The test is tell the experience, and the student was do in the classroom one by one .

D. DISCUSSION

Based on the result of recording, the writer would like to presents the finding which is put in the listed table as can be seen in the following:

1. Error of silent pause [//]

No of Respondents	Frequency of Error	The Sentence Error
1	2	1. We go//there, 2. the first experience//for me.
2	2	1. Until we become ee// couple, 2. until I// give my love for him.
3	2	1. She always selfish, rude//lasy, 2. the other friend help//to solves our problem.
4	0	-
5	1	1. She always stand//beside me.
6	2	1. And I ask how much this//and she said 250, 2. four hundred//different with the servant said.
7	1	1. He said // without
8	2	1.After that // the second day, 2. On the top // of the pool

		1. I still don't know // who is that, 2. I start // to friendly with them, 3. It's made // make me bored, 4. We found so many // problem in there.
9	4	
10	1	1. Friendly so I // comfortable to study.
Total	17	

2. Error of Filled pause [,…,]

No of respondents	Frequency of Error	The Sentence Error
1	0	
2	1	1. Become ,ah, couple!
3	2	1. When we quarrel ,mm, 2. everybody came!, ,mm, and than
4	0	–
5	3	1. She always stand ,ah, beside of me!, 2. I have ,ah, problem with Dewi, 3. may be we ,ah, we never sit together!
6	2	1. The true price is ,ah, four hundred!, 2. I shock because ,ah, the price different with theservant said!
7	0	–
8	0	–
9	2	1. We found so many ,mm, problem in there, 2. Always try to be ,ah, be patient.
10	1	1. I interest to study English because ,mm, the lecturer at UKI Toraja

		is smart.
Total	10	

3. Error of Repaets [/]

No of Respondents	Frequency of Error	The Sentences Error
1	3	1. Because is / because!, 2. day by day / day by day!, 3. so I try / so I try!
2	2	1. But / but one day!, 2. all of / of that!
3	1	1. She do not / she do not!
4	2	1. This is / this is the first time!, 2. every / everytime
5	1	1. She always stand / she always stand!
6	4	1. The true / the true , 2. four hundred / four hundred, 3. I shock / I shock, 4. I pretend to call / I pretend to call!
7	1	1. When he back he said / he said!
8	0	–
9	1	1. eh / because different opinion.
10	0	–
Total	15	

4. Error of Correction [-]

No of Respondents	Frequency of Error	The Sentence Error
1	6	1. Sm \ smp 1 kesu',

No of Respondent	Frequency of Error	The Sentence Error
		2. Because I \ because I met,
		3. The day \ the first day,
		4. All of the day\ all of the body,
		5. Day by\ day by day,
		6. I try to \ and I try.
2	3	1. I meet \ met with someone,
		2. But what \ but one day,
		3. All of \ all of that
3	0	–
4	2	1. This is \ this is the first time,
		2. Every \ everytime
5	1	1. She always stand \ she always stand beside me.
6	3	1. And she said \ and I ask and she said,
		2. The true \ the true price is four hundred,
		3. I pretend to call \ I pretend to call someone!
7	1	1. He said without \ he said come back to home.
8	1	1. Interest to tel \ tell you my experience.
9	1	1. Because eh \ because different opinion with each other.
10	0	–
Total	18	

5. Error of Stutter [- - -]

No of Respondent	Frequency ofError	The Sentence Error
1	4	1. Sm---smp,
		2. All---all of,
		3. I---I really nerveous,
		4. d---- day by day

2	1	1. Wa---one day
3	2	1. She do---do not, 2. everybody ca---came
4	3	1. This is fe---first time, 2. Ever---everytime. 3. I---I miss you
5	2	1. She always sta---stand beside of me, 2. I'm ve---very sorry.
6	3	1. And i---I ask, 2. The tru---true price, 3. Pretend to----to call someone.
7	0	-
8	0	-
9	1	1. It --- make me bored.
10	1	1. Another ad---advantages
Total	16	

6. Error of Interjection [*…*]

No of Respondents	Frequency of Error	The Sentence Error
1	2	1. Thank you for the time *eh* my experience, 2. When *eh* I'm study at the UKI Toraja.
2	2	1. Become *eh* couple, 2. One day we have *eh* problem.

3	1	1. Lasy *eh* always passive in her place.
4	0	–
5	4	1. I has *eh* experience, 2. Work together *eh* doing homework together, 3. I have *eh* problem with Dewi, 4. May be in *eh* week we never work together.
6	4	1. She said *eh* two hundred fifty, 2. Looking *eh* christmast tree, 3. I berchange to the servant *eh* and I said can you give me two hundred, 4. The true price is *eh* four hundred.
7	0	–
8	0	–
9	3	1. I still don't know *eh* who is them, 2. Because *eh* different opinion each other, 3. I always try to *eh* be patient.
10	2	1. I really like because *eh* I get many advantages. 2. And another advantages we know that *eh* English is needed.
Total	18	

In this section the writer presents the discussion of result of the data analysis. The discussion of data analysis got through oral test which intends to describe the error production of speech by the seventh semester students of English Department. from the findings above it is showed that result of the students.

The number of error of silent pause by 10 respondents is 17, the total number is drawn from the table above. student 1,2,3,6,8 made 2 sentences error, student 5,7,10 made 1 sentence error, student 9 made 4 sentence error, and the student 4 made not sentence error.

The number of error of filled pause by 10 respondents is 10, the total number is drawn from the table above. student 1,4,7,8 made not sentence error, student 2,10 made 1 sentence error, student 3,6,9 made 2 sentences error, and atudent 5 made 3 sentences error.

The number of error of repeats by 10 respondents is 15, the total number is drawn from the table above. student 8,10 made not sentence error, student 3,5,7,9 made 1 sentence error, student 2,4 made 2 sentences error, student 1 made 3 sentences error, and student 6 made 4 sentences error.

The number of error of correction by 10 respondents is 18, the total number is drawn from the table above. student 4 made 2 sentences error, student 5,7,8,9 made 1 sentence error, student 2,6 made 3 sentence error, student 1 made 6 sentences error, and the student 3,10 made not sentence error.

The number of error of stutter by 10 respondents is 16, the total number is drawn from the table above. student 7,8 made not sentence error, student 2,9,10 made 1 sentence error, student 3,5 made 2 sentences error, student 4,6 made 3 sentences error, and student 1 made 4 sentences error.

The number of error of interjection by 10 respondents is 18, the total number is drawn from the table above. student 1,2,10 made 2 sentences error, student 3 made 1 sentence error, student 9 made 3 sentence error, student5,6 made 4 sentences error, and the student 4,7,8 made not sentence error.

E. CONCLUSION

Based on the data analysis in this previous chapter, the writer would like to conclude the finding of the research: the seventh semester students of English department still made error production of speech. The error production that made by the seventh semester students of English department of FKIP UKI Torajaare error of silent pause with frequency 17, error of filled pause with frequency 10, error of repeats with frequency 15, error of correction with frequency 18, error of stutter with frequency 17, and error of interjection with frequency 18.

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