

Exploring Students' Errors in Speaking Performances at SMAN 2 Raha

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Abstract:- This study aimed to reveal the errors of students in speaking performance and the cause of the errors. This study used a descriptive qualitative design—ten students of 10 MIA 7 taken as the sample of this study through purposive sampling technique. The data are gathering through students' speaking performance from classroom observation. To analyze the data, the researcher transcribed the students' speaking performance to find out the errors and analyzed by the steps of qualitative analysis. The finding of this study showed the errors of fluency that students produced were hesitations, pauses, filler, and repetitions. while the source of errors was inhibition, limited vocabulary for delivering ideas, and student tended to hesitate and fragmentary while giving their ideas.

Keywords:- Error, Speaking Performance, EFL Students.

I. INTRODUCTION

As the revealed literature shows, learners still face difficulties in learning English especially foreign language learner. A number of problems are still happening in English foreign learner context. Richards and Renandya[1] have described that “it is difficult for EFL learners, especially adults, to speak the target language fluently and appropriately”. It means that due to problematic issue, learners are unable in order to expose the target language especially speaking in term of performing fluently and correctly. It was burdensome for learners to have communicative skill properly like native speakers. To be able to reach success in communication, one of the requirements is communicative competence [2]. Canale & Swain[3] claimed that communicative competence specifies to knowledge about the rule of grammar and knowledge about language use contextually. These two things become something that must be fulfilled in order to be successful in communication, the importance of having knowledge about grammar which refer to linguistic component and how to use the language[4]. In contrast, especially English foreign learners, due to lack of knowledge, mother tongue interference, learner are not able to communicate both fluently and accurately[5]. Foreign learners may be experienced error when using the language in

communication[6]. Due to lack of knowledge especially linguistic features, learners experienced spoken error. This is supported by Ellis[7]; Rashid[8], interference of mother tongue may be the cause of student experience error especially both first language and foreign language have similar structure.

In the field of spoken error, the topics have been studies by many researchers. For instance, some studies focusing on identifying the type of errors that made by the learners, others have look into their most common error and some of the, have tried to investigate the cause of errors in speaking. In addition, as the revealed literature shows, errors can be divided such as related to fluency and accuracy. A study by Utami[9] found that there were two main errors in students' speaking skills, namely fluency errors and accuracy errors. In fluency errors, students produce doubts, pauses, fillers and repetitions while in accuracy errors, students cannot use singular/plural forms, grammar and verbs correctly related to grammar; students cannot choose the appropriate words related to vocabulary; lastly, most of the students mispronounced the sound. In addition, A Study by Hojati[10] conducted among advanced-level of post-graduate Iranian EFL student, which focus on investigate type of errors including lexical, grammatical and pronunciation are committed by a group of advanced-level of advanced-level post-graduate Iranian EFL students during their oral performance. The finding of this study revealed that grammatical and pronunciations are most common error in oral performance. In the same way, Muhammad et. al.[11] investigate the type of errors in students' performance. In contrast, this study focuses on the type of errors from different perspective. The type of error can be identified based on surface structure taxonomy which includes misformation, omission, addition and misordering. The result revealed that most common error is misformation followed by omission, addition and misordering. The percentages of the data indicate that most of students have difficulties in term of verb form, word form and article.

Another study carried out a similar perspective in the type of error investigation of student' performance, Ting, et al & Siew-Lee[12] conducted a study related to grammatical

errors in spoken English of Malaysia university student in an oral communication course. This result indicates five common errors are preposition, question, articles, plural form of nouns, subject-verb agreement, and tense. This study also employs surface structure taxonomy in term of indicating the categories of errors which the main categories of error are misformation and omission. In the area of investigating the type of error, both linguistic category classification and surface structure taxonomy. There is similar finding revealed that grammatical is the most common error in linguistic fields, it was also found that misformation is the most common error in surface structure taxonomy fields. Others studies on error analysis came out with a different focus on analysis. For instance, Rashid[8] explore error/mistake and to find out the cause of error made by Kurdish EFL undergraduate learners. The results indicate the socio-cultural factor and cognitive factor are a dominant factor that contributes in speech error. Similar to Rashid[8] that identify the type of errors and the cause of speech errors. The Similar finding indicated that the cause of speech errors are internal causes and external causes which external focus are made by cognitive, socio and cultural factor.

Many studies have gone through related to error analysis, there have been studies conducted in the different perspective area. Most of the study focuses on the type of error which including grammatical, lexical and pronunciation, most common errors both linguistic category classification and surface structure taxonomy[10]. However, focusing on errors of students' fluency still needs attention by researchers. It is a potential field to explore deeply related to this topic. Also, still need more deeply discussed the cause of the errors. Therefore, the present study tries to explore the errors of students' fluency and the cause of errors.

II. LITERATURE REVIEW

There have been numerous studies to investigate errors in speaking. Several theories have proposed to study errors in different areas, focusing on exploring the type of errors, source of errors, and the effect of errors on students' speaking performance[13]. Corder[14] explained that there was a differentiation between errors and mistakes. Mistakes refer to physical conditions (fatigue) or psychological conditions (strong emotions), while error refers to the result of a transitory competency in L2. Moreover, Corder[14] pointed out three types of errors: pre-systematic, systematic, and post-systematic. In Pre-systematic, the student did not know the second language rule. Systematic refers to a student unable to apply the rule correctly. Post-systematic refers to a student able to understand the rule but lacks attention so that students are not used to applying it. According to Corder[14], errors of fluency classified into four features were a natural utterance, pause and silence, repetitions, and meaningless words called filler, such as *ehmm*, *eee*, *aaa*, or *errr*. It means that those four errors of fluency might happen when the student delivered the ideas.

In speaking performance, the student might produce some errors especially delivering their idea in a foreign language[15]. Students are able to express their concept in

Indonesia but having difficulties expressing their idea in English. However, transferring their idea into foreign language make student feel hesitate. This condition might happen due to particular reasons such as fear of making mistakes, grammatical rule, etc. In line with Harmer[16], the errors caused two causes, namely L1 Interference and Developmental Errors. For L1 interference, errors can occur due to the dominant mother tongue when speaking. L1 interference causes students to experience pronunciation errors, improper grammar, and even causing the selection of words that are not appropriate. At the same time, developmental errors happened when the student unable to employ the proper rule in the target language. On the other hand, this condition naturally occurred in the acquisition process.

As supported by Brown[17] said errors happened due to interlingual errors and intralingual errors. Interlingual errors refer to mother-tongue influence where students assume that the form of the foreign language is similar to the mother tongue so that when students speak in English, the habit carries away. While intralingual errors mean the negative transfer of items within the target language.

III. OBJECTIVES OF STUDY

The formulated objectives of this study are as follows; 1) to identify the errors made by the students in speaking performance, and 2) to figure out the causes of errors based on Brown's theory.

IV. METHODOLOGY

In conducting the study, the researcher used a descriptive qualitative design. The population was 10 MIA 7 of SMAN 2 Raha, with the total sample was ten students. The technique of taking samples used purposive sampling. In this study, data was gathering through students' speaking performance and classroom observation. The model of students' speaking performance was adapted and introduced by Hughes[18] which called question and request for information. While classroom observation was carried out simultaneously when the student performed. To analyzed the data, the researcher transcribed the students' speaking performance to find out the errors.

V. FINDING AND DISCUSSION

A. Findings

The following finding shows the errors of student's fluency in their speaking performance that classify into hesitations, pauses, filler and repetitions. The following was a transcription of students' performance:

(Student 1 MAR): *Thank you for / the / opportunities that has giving to me to present how to deal with covid Sembilan belas. In my / opini..opinion ,we always wearing a mask, keeping you distancing and always washing your hands.*

In that instance above, the student has shown clearly hesitation and pause. First, hesitation can be showed for

instance *in my opini.. opinion*. The student feel hesitates to pronounce the word *opini* or *opinion*. Second, pauses can be seen three times when the student performance. Yet, the student did not produce filler and repetitions.

(Student 2 RR) *The best way the best way to stop trans..transmising of covid-19 such as way to prevent the spread of covid-19 are like wearing a mask, keeping keeping distance, to washing hands / and avoiding avoiding crowd, avoiding con.. contact with others.*

In the example above, the student produce hesitations, pauses, filler and repetitions. First, hesitation can be showed twice, for instance, when the student tried to pronounce the word “*trans..transmising*” and the word “*con.. contact*”. Second, the students produce pause “*to washing hands / and avoiding*”. Third, repetition produced twice “*The best way the best way to stop trans...transmising*” and “*and avoiding ... avoiding crowd*”.

(Student 3 RW) *The best ways to stop the spread of covid-19 are like wearing a mask, getting use to washing hands, avoiding crowd and minimizing contact ... contact with others*

As can be seen above, the student produces repetition for instance “*minimizing contact ... contact with others*”. Yet, the student did not produce hesitation, filler and pause.

(Student 4 EPN) *How to stop covid-19 / washing... washing hands, use a mask when outside the home / stay at home /, maintain eee distance*

In that instance above, the student has shown clearly filler, repetition and pause. First, the student produces a filler for instance “*eee*”. Second, repetition can be shown student pronounce twice the word “*washing*” and lastly, pause, the student did three times.

(Student 5 MDA) *How to stop covid -19 trans..si..transmission if covid-19 is spreading in your community stay safe by taking some simple actions such as physical distancing, wearing a mask /, keeping room well-ventilated, avoiding crowd, cleaning your hands and coughing into elbow or tissue, check local advice*

As shown above, the student produce hesitation and pause. First, hesitation can be shown for instance the word “*trans..si..transmission*” and “*well-ventilated*”. The student feel hesitates to pronounce the words. Second, the student experienced pause only once.

(Student 6 NTA) *I want to tell you how to stop covid-19 transmission. First, cleaning your hands, errr / wearing a mask, social distancing,/ stay at home eeer and stay safe*

In the example above, the student produce pauses and filler. First, pause can be shown once when the student tried to continue the speech. There was a silent moment. Second, filler can be shown clearly in the performance for example the student produces the sound “*errr*”.

(Student 7 RKS) *eee Hi guys. Today, I want to tell you about how to stop covid-19 transmission. First, if you go out, I always remember to wear my mask ehmm and then always bring my hand sanitizer so that eee if there is no water and*

soup, I can use it to wear my aaa to wash my hands ehmm and then if I'm in eee crowded place, I always do a social distancing so that I can't catch the virus. I think that's all. Thank you.

In that instance above, the student has shown clearly hesitation and filler. First, the student feel hesitates to pronounce the word “*soup*” and “*I can use it to wear my aaa to wash my hands*”. Second, student produce “*ehhmm, aaaa, and eee*” sound.

(Student 8 SI) *Thanks for your opportunity you give me to present about the best ways to stop transmission of covid-19 such as stay at home, washing hands, keep distancing, minim contact wet contact with the people, cleaning mask. Thank you.*

Based on the example above, the student feel hesitates to pronounce “*contact wet or contact with*” when the student performed.

(Student 9 AFM) *How to stop the transmission of covid-19. first of all, we must be diligent to washing our hands because clean..cleanness is very important to prevent disease. Second, we have to use a mask when we are outside the house. Third, we must keep our distance from each other. The little things we do can prevent the spread the spread of covid-19*

As can be shown above, the student feel hesitates to pronounce “*clean or cleanness*” when the student performed.

(Student 10 MRR) *Thank you thank you for the opportunity that has been given given to me to present my answer how to / prevent the spread of covid-19. The way to prevent the spread of covid-19 is aaaa is in always one always wash your hands, two always keep the distance from other people. Three, always use a mask*

In that instance above, the student experienced pause, filler and repetition. First, there was long pause in the middle of performance. Second, the student makes “*aaaa*” sound. And lastly, student make repetition such as “*has been given given to me*” and “*is in always one always wash your hands*”. Overall, in term of errors’ intensity, the data are shown that students made 7 errors in hesitation, 6 errors in pause, 5 errors in filler, and 3 errors in repetition. Further, Hesitation showed the biggest number and repetition showed the smallest number.

B. Discussion

Regarding to the finding, during the students’ performance, the student produces some errors caused by several factors.

(1) Inhibition, this factor can occur when the student tried to speak in English, they might fear of making mistake for instance using the proper grammar in delivering the idea. Moreover, the student feels shy of the attention and lack of nervous. For instance:

(Student 4 EPN) *How to stop covid-19 / washing... washing hands, use a mask when outside the home / stay at home /, maintain eee distance.*

Based on the example above, the sentence shows student did not follow the rule of common grammar, the student directly explains the ideas without using to be. This condition happened because student feels nervous.

(2) The student complained they have nothing to say in English, for instance the student be able to deliver their idea in Indonesia. While transferring their idea to English, the student feels difficult. This might cause by limited vocabulary, little ideas about what to say in English and how to use the grammar correctly. For instance:

(Student 2 RR) *The best way the best way to stop trans..transmising of covid-19 such as way to prevent the spread of covid-19 are like wearing a mask, keeping keeping distance, to washing hands / and avoiding avoiding crowd, avoiding con.. contact with others*

(Student 3 RW) *The best ways to stop the spread of covid-19 are like wearing a mask, getting use to washing hands, avoiding crowd and minimizing contact ... contact with others*

Based on the example above, both students have similar ideas. It happened because the lack of ideas, vocabulary and transferring information to foreign language in term of English.

(3) Student tended to hesitate and fragmentary while delivering their ideas. For instance:

(Student 9 AFM) *How to stop the transmission of covid-19. first of all, we must be diligent to washing our hands because clean..cleaness is very important to prevent disease. Second, we have to use a mask when we are outside the house. Third, we must keep our distance from each other. The little things we do can prevent the spread the spread of covid-19*

(Student 6 NTA) *I want to tell you how to stop covid-19 transmission. First, cleaning your hands, errr / wearing a mask, social distancing,/ stay at home eer and stay safe*

Based on the example above, the sentence show student produce pause, filler such as *ehmm, aaaa, eee*. Besides, the student produced dysfluency such as repetition, repair, restarts, and also prolongation during the speech delivered. In fact, hesitation, pauses, filler were appeared mostly during the students' performance. Moreover, those errors might happen due to particular reasons such as lack of nervous, limited vocabulary, and student seems doubtful to think about the next word, vocabulary or idea during the speech delivered.

VI. CONCLUSION

Based on the research finding and conclusion above, the student made fluency errors such as repetition, filler, pause, and hesitation—the data have shown that most students feel hesitant and fragmentary when the speech is delivered. Then, it is following by pause, filler, and lastly, repetition. Moreover, this condition caused fear of making mistakes, students feel hesitant, lack of nervousness, and limited vocabulary. As a result, the student complained they have

nothing to say in English; for instance, the student could deliver their idea in Indonesia. While transferring their idea to English, the student feels difficulty. This might cause limited vocabulary, tiny ideas about what to say in English, and grammar correctly.

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