HOW ERRORS MADE IN ENGLISH SPEAKING: A STUDY IN SENIOR HIGH SCHOOL in MAKASSAR

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Abstract: Speaking in English skill is a sign of language proficiency. The fluency in English conversation is a target of language teaching. However, errors in pronunciation when speaking is a phenomenon which must reveal. The study did observe the student’s errors in practising English conversation. The object of research was a private school in Makassar city. The result showed errors generally happen in pronunciation while students were practising the speaking class. It is proved that teaching pronunciation is an important aspect of language learning for EFL students. The study will become a reason to introduce pronunciation practice in senior high school in Indonesia. The study also contributed to support English practising in daily life. It needs to continue this study for the next researcher reveals the difficulty faced by EFL students.

Keywords: Error, speaking skill, conversation.

Speaking is a real language in communication, and it needs interaction between one to other in delivering information. The skill of communication is the goal of teaching English, how students can practice this skill. There are some school that is successful in realizing English learning only on the knowledge of grammar and vocabulary (Kobayashi, Y., 2002). The students cannot speak English well because they do not use English in their daily life. The fact shows that the students cannot speak in English though they have learned it for four years (Kirkgoz, Y., 2005). Consequently, the teachers may have to conduct some techniques of learning speaking to encourage the students to practice this skill. But the students are not almost perfectly when they speak. They must make something wrong or make a mistake. This mistake is usually called error (Khan, H. R., & Akter, M., 2011). Failure is a void in the understanding of the learner; because the learner did not know what was correct. Sometimes the student made a mistake, but they still ignore it. They have a disagreement about the use of some form of expression. There, the teacher needs to identify what the students have made a mistake, and the teacher can also figure out why the students make a mistake. The approach used to determine the fault is called error analysis.

There are many researchers did study in speaking English, especially in errors analysis. Rashid, B. T. (2015) studied errors in Kurdish EFL undergraduate students; he concluded the learner need to expose their target language and errors naturally made as a foreign language. Safrida, S., & Kasim, U. (2016) focused their study on grammatical errors when speaking English. They found the students still have a serious problem in term of grammatical aspect, especially the omission of noun inflexions and irregular past tenses (Sundqvist, P., 2009). Ngangbam, H. (2016) concentrated his study in writing errors and found the indication of performance problems committed in this study was due to mother tongue interference, misuse sentence fragment, overuse, lack of grammatical knowledge, formation and developmental errors. Simbolon, M. (2015) studied the grammatical errors in speaking activities; he found the errors made by students were in 6 aspects; errors in the production of verb groups, errors in the distribution of verb groups, errors in the use of the article, errors in the use of preposition, errors in the use of questions and miscellaneous errors.

Even though many researchers have done the study in speaking English error but this study focused on a private school in Makassar. The private school is dominated by low economic income students. It is very interesting to observe their activity in the English classroom. Error in English is naturally made by EFL students but reveal their problems in speaking will help them to minimize their errors. The error could be a mistake made in writing or otherwise, a wandering or deviation from the truth (Bates, D. W., 2002). In other words, we will say that errors are something that can’t be received from the quality which has been determined. Errors
could be a mistake that person can’t correct it by themselves (Myhill, D., & Jones, S., 2007); it needs evidence about it. It implies that if the scholars make a miscalculation, they will not correct their error by themselves, they have another to correct their error.

Gerhart, B., Wright, P. M., Mc Mahan, G. C., & Snell, S. A. (2000) stated that there are two distinctions between error, they are the error of competence and error of performance. He noted that error of competence is the result of the application of rules by the second language learner which do not (yet) correspond to the second language. On the other hand, he stated that error of performance is the result of a mistake in language use and manifest themselves as repeats, false starts, correction or a slip of the tongue. In conclusion, second language learner can realize their error of performance, and they can correct the error but not in the error of competence.

METHOD

The study focused on investigating the students’ errors in speaking English, especially in a private school which have low economic income students. There were four students as the subject of the study in qualitative approach design. The data in these studies are all the problems that affect students in speaking English are directly related to the accent and culture around their place, which changes when they talk every day. The data was taken in speaking activity while students were learning English in the classroom. It recorded when students were speaking in pairs. The data recorded were analyzed to find some errors made by the students. The data categorize based on their errors in speaking transcript conversation. The researcher formulates propositions related to the principle of logic, raises them as research findings, then continues to review repeatedly the existing data, grouping the data that has been formulated and propositions that have been formulated

FINDING AND DISCUSSION

Finding

There are four conversations analyzed in this study. The conversations showed in the tables:

Student conversation 1:

A : Hi, Jason, it’s great to see you again.
B : Wow, it’s great seeing you, how long has it been? It must be more than six months. I’m doing good. How about you?
A : Not too bad.
B : What movie are you and the family going to see?
A : I came here to see the Simpsons movie. How about you?
B : I’m going to watch Terminator 4.

Based on first student’s, it shown there were errors in the conversation between sample 05 and sample 06, while the error found was found in both samples, in sample 5, which is great, movie and error in sample 6, which is great. The finding of the wrong pronunciation in sample 5 is in the great word which the correct pronunciation is (arejt), and the students say the word great by saying (great), as well as the word movie, where sample 5 is saying (mouvi) which should be (ÈmuÐ.vi). While sample 6 found a pronunciation error on the word great, where sample 6 say (gret) that should be spoken is (arejt).

Student conversation 2:

A : Hello, Jason, how are you, it’s been a long time since we last met?
B : Oh, hi Sarah I’m have got a new job now and is going great. How about you?
A : Not too bad.
B : How often do you eat at this cafe?
A : This is my first time my friends kept telling me the food was great, so tonight I decided to try it. What have you been up to?
B : I have been so busy with my new job that I have not had the time to do much else, but otherwise, I and the family are all fine.
A : Well, I hope you and your family have a lovely meal.
B : Yes, you too.

In conversation 2, there were some words written in bold style. The words were mistaken sound in pronunciation while speaking. The results of the conversation above that found some errors in sample 7. As for the error that surrounds the word long, try meal. From the results of the study, it was found several pronunciation errors in the words spoken by
sample 7, namely, the terms long, try, meal, which are the correct pronunciation of the three words are (IRK), (traj), (mjYl). While the wrong pronunciation of words by sample 7 is (long), (tray), (miil).

Student conversation 3:

A : Hello, my name is David. It’s nice to meet you.
B : Hi, I’m Jenny. It’s my please to meet you.
A : Am sorry. what was your name again?
B : Jenny.
A : So, Jenny, what do you do for a living?
B : I work at the local school teaching English. What do you for a living?
A : I’m also an English teacher, but am currently out of work.
B : Sorry to hear that. It has been really nice talking to you.
A : Yes. It was a great pleasure meeting you.

Based on student 3, it was found that there was an error in the conversation between sample 09 and sample 10, while the error found was found in both samples. The error in sample 09 is name, meet, was, work, great, pleasure and the error in sample 10 is work, really, hear. Based on the results of the study, it was found that pronunciation errors in sample 09 are in the words name, meet, was, work, great, pleasure where the wrong pronunciation is pronounced by sample 9, namely (nem), (miit), (was), (wourk), (greet), (pleisur) which correct pronunciation is (neɪm), (miːt), (wɜːz), (wɜːk), (ɡreɪt), (ˈpleɪʒər). While in the other findings from sample 10 found some pronunciation errors in the words namely work, really, hear where the correct pronunciation is (wɜːk), (ˈrɛli), (hɪər) where students pronounce pronunciation errors namely (wok), (real), (her).

Student conversation 4:

A : Hi, Jason, it’s great to see you again.
B : Wow, it’s great seeing you, how long has it been? It must be more than six months. I’m doing good. How about you?
A : Not too bad.
B : What movie are you and the family going to see?
A : I came here to see the Simpsons movie. How about you?
B : I’m going to watch Terminator 4.

Based on student 4, it has shown there were errors in the conversation between sample 11 and sample 12, while the error found was found in both samples, in sample 11, which is great, came, movie and error in sample 12, which is great. Some pronunciation errors in sample 11 are in words great, came, movie where sample 11 pronounces (great), (kem), (muvi) where the correct pronunciation is (ɡreɪt), (kɛm), (ˈmuː.vi) while in sample 12, we found some pronunciation errors in the great word where the correct pronunciation is (ɡreɪt) while sample 12 pronounces (ɡrɪit) which is the wrong pronunciation of the word great.

DISCUSSION

Based on students conversation 1, it can be found several pronunciation errors in sample 3, namely the words name, was, work, great, pleasure. As for the pronunciation error of sample 3 if it is related to the results of the interview that is because sample 3 is not used in the use of English which is only used in learning and the daily language of sample 3 which is the Indonesian language where, sample 3 says that sometimes when he speaks English still influences the first language, Indonesian. Based on research results from Sayuri (2016) also tried to find some errors faced by fourth semester English Department students at Mulawarman University, the result shows that they are lack of vocabulary, pronunciation, grammar usage, and the mentality of students which caused a lack of self-confidence, which is related to the results found that there were found some pronunciation errors from conversation 1 due to lack of understanding of vocabulary and how to pronounce the word in English and seen from conversation 1 which he had lived in his native area from birth and the language that is often used is Indonesian so he rarely speaks in English.
which causes a lack of confidence when going to use English.

In student conversation 2 found some errors in the pronunciation of the word that is work, hear. The result related to interview in conversation 2 said that the influence of the first language in Indonesian in speaking English still affects Indonesian is the dominant language for conversation 2 in daily activities. It assumes that environmental and social influences do not influence it in increasing the use of English so there is a lack of knowledge about vocabulary and the pronunciation of words in English. According to Nation’s (2001) “The role of the first language in foreign language learning” mentioned the first language has a small but important role to play to communicate meaning and content. The influence of the first language on the second language indicated low acquisition, it can be reduced by natural intake and language use or it can be eliminated. The error found in conversation two is due to the lack of understanding in English. According to Utami (2016), the wrong pronunciation of the words found in sample 3 is due to ignorance of the vocabulary, which is mistakenly embedded in several words.

The next conversation in student 3 found some pronunciation errors of words mentioned by sample 5 among other great, movie and error. Some of these pronunciation errors related to the interview results of researchers and students can be said that these pronunciation errors are caused by the use of the dominant language. He often uses Indonesian and Ambonese while English is only used when learning English itself. The subject agrees if social, and environment can influence or might improve and train them in speaking English. According to Sayuri (2016) also tried to find some errors faced by fourth semester English Department students at Mulawarman University, the result shows that they are lack of vocabulary, pronunciation, grammar usage, and mental of the students which caused a lack of self-confidence. It is line stated Sayuri (2016) if related to the findings have in common that errors in pronunciation in English are influenced by a lack of self-confidence and from a lack of unknown vocabulary in English.

The fourth conversation was found pronunciation errors are on the word great. If we associate the findings of pronunciation errors and interview results, it is found that the student is not very fluent in English, which is caused by frequent speaking in Indonesian, Buginese, and Enrekang. He does not agree that social and environmental skills can improve in speaking English because it can be influenced by so many languages. If we associate the above findings with the previous researcher by Nation’s (2001) mentioned the first language has a small but important role to play to communicate meaning and content. The influence of the first language on the second language indicated low acquisition. It concluded too rarely using foreign languages can be interpreted as a lack of understanding. According to Utami (2016) in her research showing that errors can often occur in speaking because they did not realize and don’t know what is correct, so it can be concluded that the pronunciation error can be attributed to our knowledge of vocabulary in English so that it causes pronunciation errors.

**CONCLUSION**

The study some errors in students speaking English as foreign language influenced by Indonesian. some of these words are the words of the short conversation text that were wrongly mentioned by students. The errors were dominated in pronunciation of EFL students. It is influenced by mother tongue as the first language and less practicing English in conversation.

**REFERENCES**


