

**SPEECH ERROR (DISFLUENCY) PRODUCED BY THE
THIRD SEMESTER STUDENTS IN SPEAKING CLASS,
DEPARTMENT OF ENGLISH EDUCATION AT
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**



**Submitted as a Partial Fulfillment of Requirements for Getting Bachelor
Degree of Education in English Department**

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**DEPARTMENT ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA
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APPROVAL

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**SPEECH ERROR (DISFLUENCY) PRODUCED BY THE THIRD
SEMESTER STUDENTS IN SPEAKING CLASS, DEPARTMENT OF
ENGLISH EDUCATION AT MUHAMMADIYAH UNIVERSITY OF
SURAKARTA**

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The Researcher



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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi jenis kesalahan berbicara, frekuensi masing-masing kesalahan berbicara, kesalahan berbicara yang paling dominan dan sumber-sumber kesalahan berbicara pada mahasiswa semester tiga di kelas berbicara Pendidikan Bahasa Inggris di Universitas Muhammadiyah Surakarta. Sumber data adalah ucapan yang mengandung kesalahan berbicara yang dihasilkan siswa di kelas berbicara L. Metode pengumpulan data adalah dokumentasi. Teknik analisa data adalah analisis kesalahan. Hasil penelitian menunjukkan bahwa terdapat 75 ucapan yang mengandung kesalahan berbicara yang berasal dari 9 jenis kesalahan berbicara menurut Clark dan Clark. Frekuensi setiap kesalahan berbicara dimulai dengan Filled Pause dengan 34 ucapan (45.33%), Silent Pause dengan 20 ucapan (26.67%), Repeat dengan 7 ucapan (9.33%), Stutters (8%), False Start (retraced) dengan 4 ucapan (5.33%) dan yang terakhir adalah False Start (unretraced), Interjection, Correction dan Slip of Tongue dengan masing 1 ucapan (1.33%). Dari frekuensi berbicara tersebut menunjukkan Jeda Diisi sebagai kesalahan paling dominan. Kesalahan berbicara sebagian besar disebabkan oleh tiga sumber: kognitif, kecemasan situasional dan alasan sosial.

Kata Kunci: Produksi ucapan, kesalahan berbicara, sumber kesalahan berbicara

Abstract

This research aimed to explore the types of speech error, the frequency of each types of speech error, the dominant of speech error and the sources of speech error disfluency produced by the third semester students in speaking class Department of English Education at Muhammadiyah University of Surakarta. The data are utterances containing speech error produced by the students in speaking L class. The method of collecting data is documentation. The technique for analyzing data is error analysis. The result shows that there are 75 utterances containing speech error which are derived from 9 types of speech error proposed by Clark and Clark. The distribution of each speech error is started by filled pause 34 utterances (45.33%), silent pause 20 utterances (26.67%), repeats 7 utterances (9.33%), stutter 6 utterances (8%), false start 4 utterances (retraced) (5.33%) and the last are false start (unretraced), interjection, correction and slip of tongue with 1 utterances (1.33%) for each of them. From the frequency of speech error it shows that the dominant error is filled paused. Speech errors are mostly caused by three sources: cognitive reason, situational anxiety and social reasons.

Key Words: Speech production, speech error, source of speech error

1. INTRODUCTION

Speaking ability is the important skill in English communication. The speakers usually do not aware of how they produced their speech. Producing speech seems such effortlessness thing, but in some occasion (giving a speech, telling story ,etc.) it need little thought or effort. Sometime what we want to say is diferrent with what we actually do say. As we speech we often produce error as we translate the idea. It is quite common to speakers to produce speech.

Based on the phenomena above, the researcher wanted to hold the research which aimed to analyze speech error disfluency produced by the students in speaking class. The researcher chose speaking class especially at the third semester in English Department of Muhammadiyah University of Surakarta as the subject of this research. This research used qualitative descriptive as the method for this research.

The researcher used some theories which were related to speech error disfluency produced by the third semester students in speaking class Department of English Education at Muhammadiyah University of Surakarta in order to support the data. Speaking seems an easy task to do, people think about what they are going to say and say it spontaneously. In some occasion people need to think and plan what they are going to say before executing the speech. There are two processes in speech production: planning and executing. According to Clark and Clark in Fauziati (2016:97) speech production can simply describe as follows, first the speaker plan what they want to say. Then they execute their plan, uttering the segments, words, phrases, and sentences which make up the plan. There four processes in planning and execution, they are: discourse plan, sentence plan, constituent plan and articulatory program. According to Clark and Clark in Fauziati (2016:106) there are 9 common of speech error, namely: silent pause, filled pause, stutter, repeats, interjection, correction, false start (retraced), false start (unretraced) and slip of tongue. Clark and Clark in Fauziati (2016:107) discovered three sources of speech error were cognitive reason, situational anxiety and social reason. Cognitive reason, people need longer time to produce sentences. The speakers have difficulty to find the right word. Situational anxiety

happened because a certain situation that cause the speakers feel tense, anxious or worries about it. Last speech error caused by social reason. Speech plan seems difficult when the speakers feel under pressure. Under the press of a conversation, speakers must make it clear whether they still have something to say or they are not finished yet.

2. METHOD

This study used a qualitative descriptive research. This research was conducted in English Department of Muhammadiyah University of Surakarta. The researcher observed the speaking class in Department English of Education at Muhammadiyah University of Surakarta. The researcher conducted observation in the classroom and collected the data September 24th, October 1st and 15th 2019 in speaking L class. The subjects of this research were limited for the students in speaking class in. the researcher collect the data by observation and voice recording.

3. FINDING AND DISCUSSION

The researcher found the findings about types and frequency of speech error and the source of speech error.

3.1 Finding

Table 1. Types of Speech Error

No	Types of speech error	Example	Fx	N
1	Filled pause	It can make [//] the environment clean.	34	45.33%
2	Silent pause	We cannot [ah] pushing the use of plastic.	20	26.67%
3	Repeats	But when we [/] we go to restaurant or supermarket they don't serve the plastic bag.	7	9.33%
4	Stutters	First of all plastic is d-d-damage the environment.	6	8%
5	False start (retraced)	The first all [\] first of all the plastic is cheap.	4	5.33%

6	False start (unretraced)	Maybe it can [\] not easy to set the rules to ban the use of plastic.	1	1.33%
7	Correction	We use plastic in market – I <i>mean</i> in the market	1	1.33%
8	Interjection	We can use plastic [eh!] we can use by carrying shopping bag.	1	1.33%
9	Slip of tongue	The government bark it we use shopping bag → plastic bag	1	1.33%
Total (n)			75	100%

From the table above, the researcher found 75 data containing speech error. It can be seen that there are nine types of swear words. Filled pause is found 34 data or (43.33%). Silent pause is found 20 data or (26.67%). Repeats is found 7 data or (9.33%). Stutters is found 6 data or (8%). False start retraced is found 4 data or (5.33%). False start unretraced, correction, interjection and slip of tongue are found 1 data or (1.33%). Filled pause is dominant while false start unretraced, interjection, correction and slip of tongue are the least types of speech error produced by students.

As shown on the table above, it can be stated that the most dominant type of speech error produced by students in L class is filled pause with 45.33% of percentage. Filled pause occurs when the speaker made a gap with *mm*, *ah*, or any other that filled the gap while thinking the next words.

Another type of speech error is silent pause. The numbers of speech error is 20 data or 26.67% produced by the students. Silent pause occurs when the speaker takes a second or more between words. It means the speaker takes silent when they got difficulty to find the next word to say not to takes a breath. The students need times to think about the next utterances that results in silent pause. .

3.2 Discussion

Table 2. The Source of Speech Error

No	Sources of speech error	Example	Fx	N
1	Cognitive Reason	It can make [//] the environment clean.	66	32.67%
2	Situational Anxiety	We cannot [ah] pushing the use of plastic.	75	37.12%
3	Social Reason	In hospital [/] in hospital we have to stay the stuff clear and hygiene (repeats).	61	30.19%
Total (n)			202	100%

This study found 202 data of the source of speech error. It can be seen that there are three sources of speech error. The first is cognitive reason is found 66 data or 32.67% which represented by silent pause, filled pause, repeats and false start (retraced and unretraced). The second is situational anxiety is found 75 data or 37.12% which represented by all types of speech error. The third is social reason is found 61 data or 30.19% which represented by filled pause, silent pause and repeats.

As shown on the table above, it can be stated that the most dominant type of sources of speech error produced by the students in speaking L class is situational anxiety with 37.12% of precentage. Cognitive reason deal with the level of word selection, hesitations appear when the speaker has difficulty finding just the right word.

Based on the finding above the research is different from previous studies. It can be shows from those previous studies. Ganushchak & Schiller's study (2009) showed that speech was monitored for errors not only during speech production but also during listening to the naturally occurring speech of others.

Sanjaya & Nugrahani (2018). The result shows that there are five disfluency types found in the study: unfilled pause, filled pause, repetition, substitution, and deletion. The largest amount of occurrences when the participant delivering the presentation was disfluency type of filled pause.

Trewartha & Philips's study (2013) showed that speech errors can be detected prior to articulation, and that speech error monitoring relies on a central error monitoring mechanism.

Karim & Shah (2014). The objective of the study was to examine errors made in grammar in the speech transcription of 15 EOP learners. The result shows that preposition was the most frequent type of grammatical error made by the learners.

Wijayanti's finding (2014) showed that there were 253 utterances containing 428 speech error which were categorized into 9 types, namely filled pause, silent pause, repeats, slip of tongue, retraces false start, unretraced false start, correction, interjection and stutters. The dominant speech error was filled pause.

4 CONCLUSION

Based on the data analysis the researcher finally could write the conclusions about the speech error disfluency produced by the third semester students in speaking class Department of English Education at Muhammadiyah University of Surakarta. The researcher found the types, frequency, dominant type and the source of speech error disfluency produced by the third semester students in speaking class Department of English Education at Muhammadiyah University of Surakarta, namely Filled Pause (45.33%), Silent Pause (26.67%), Repeats (9.33%), Stutters (8%), False Start (retraced) (5.33%), False Start (unretraced) (1.33%), Interjection (1.33%), Correction (1.33%) and Slip of Tongue (1.33%). The dominant type of speech error produced by the students were Filled Pause with 34 utterances (45.33%). There were three sources of speech error, namely cognitive reason (32.67%), situational anxiety (37.12) and social reason (30.19%).

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