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ERROR ANALYSIS IN SPEAKING SKILLS OF THE ELEVENTH GRADE STUDENTS OF HIGH SCHOOL IN MAKASSAR

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Abstract: The aim of this study is to determine what speaking errors were made by students and to analyze students' mistakes in speaking skills. This research used qualitative research with the results analyzed obtained through interviews and documentation. The population of this study was from the eleventh grade, with a total of 152 students. The sample was taken by purposive sampling technique in 11 MIPA 3 consisting of 36 students. The results showed that the remaining errors in speaking were caused by linguistic errors: 97 errors in 34 students in vocabulary, 50 errors in 21 students in grammar, and 41 errors in 18 students in pronunciation. In contrast, the non-linguistic errors of 4 students were fear of making mistakes when speaking and lack of confidence. In addition, students made mistakes when speaking in the aspect of fluency: filled pauses: 96 errors from 28 students, silent pauses had 22 errors from 15 students and 24 errors from 14 students in repetition, and at the level of understanding, there were 10 errors from 7 students.

Keywords: *Linguistic Error, Non-Linguistic Error, Speaking Skills*

Abstrak: Tujuan penelitian ini adalah untuk mengetahui kesalahan berbicara apa yang dilakukan oleh siswa dan untuk menganalisis kesalahan siswa dalam keterampilan berbicara. Penelitian ini menggunakan penelitian kualitatif dengan hasil analisis yang diperoleh melalui wawancara dan dokumentasi. Populasi penelitian ini berasal dari kelas sebelas, dengan total 152 siswa. Sampel diambil dengan teknik purposive sampling pada 11 MIPA 3 yang terdiri dari 36 siswa. Hasil penelitian menunjukkan bahwa kesalahan yang tersisa dalam berbicara disebabkan oleh kesalahan linguistik: 97 kesalahan pada 34 siswa dalam kosakata, 50 kesalahan pada 21 siswa dalam tata bahasa, dan 41 kesalahan pada 18 siswa dalam pengucapan. Sebaliknya, kesalahan non-linguistik dari 4 siswa adalah takut membuat kesalahan saat berbicara dan kurang percaya diri. Sebaliknya, kesalahan non-linguistik dari 4 siswa adalah takut membuat kesalahan saat berbicara dan kurang percaya diri. Selain itu, siswa membuat kesalahan ketika berbicara dalam aspek kefasihan: mengisi jeda: 96 kesalahan dari 28 siswa, jeda diam memiliki 22 kesalahan dari 15 siswa dan 24 kesalahan dari 14 siswa dalam pengulangan, dan pada tingkat pemahaman, ada 10 kesalahan dari 7 siswa

Kata Kunci: *Kesalahan Linguistik, Kesalahan Non-Linguistik, Keterampilan Berbicara*

INTRODUCTION

Speaking is the main aspects of the language (Lesni et al., 2022). Speaking means a lot in communication. Communication is considered the most important thing for everyone (Sitorus et.al, 2022), because by communicating people can socialize and can understand what others needed (Rabiah, 2013)

The same thing in learning English in the school known as speaking skill, speaking is one of the oral skills which is used to produce clear sentences that can be understood by students, these oral skills to improve speech intelligibility for effective communication (Sari, 2020). So, it means that speaking is an activity that student can communicate what they want directly and the others can grasp and give responses in a short time.

According to Brown in Tajniyah (2021) about there are four aspects of speaking that the students could consider, those are; pronunciation, grammar, fluency, and vocabulary. Speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt (Nakhalah, 2016), in addition Nunan (2015) states that in reproductive speaking, the learner reproduces language forms provided by the Teacher or some other aural model. And the purpose of speaking on students are to inform, to entertain, to persuade and to discuss (Laksana, 2016).

However, in many cases in schools, most of students make error in using English for speaking such as; students made errors in misinformation dominant and the anxiety from first language (L1) interferences and developmental error while practice on speaking skill (Muntiarini, 2016); other students made error in pronunciation while practice speaking activity (Ramasari, 2017); subsequently most of the students made error in practicing speaking

by using grammar structure, they have confused to differentiate the article, preposition, verb, pluralization, and pronoun (Pratiwi, 2018). The occurrence of Interlingua errors because students have obtained their mother tongue from the first or native language to the target language (Kasenda et.al 2019), it has happened because students in Indonesia achieve the language, the structure of grammar, pronunciation are tenuous, that is how the students difficult to distinguish the different between Indonesian and English use. Furthermore, students still have lacked the skill to speak or communicate in using English. Teaching speaking in English is not an easy job. Both teacher and student face many problems to deal with this process (Toding et al., 2021).

Errors made by students according to Clark theory (Fadhila, 2013) those are: repetition; when the students produce speech sound and repeat one more, unretraced; when the students getting wrong in their speech and try to correct it, retraced; when the students repeat after correct the words, correction; students correct the words one more by explicit the words, filled paused; students produce speech sounds and in the speech sounds there is a gap filled by ah, uh, and mm, silent paused; students take a second or more between words, they think the next word or forgetting the next word, stutters; students occur repeat same sound rapidly, likes h-h-h and slip of the tongue; when students slip in their sounds and words.

According to Irmayana et.al (2020) state that errors made by students can be classified

from two causes, there are: linguistics error and nonlinguistic error; linguistic errors are caused by human speech including the units, nature, structure, modification of language, in addition Richard in Tasmia (2019) claims that there are some typical students problems in speaking, those are lack of vocabulary, lack of grammar knowledge and poor in pronunciation whereas nonlinguistic errors cause that influence from students' outside namely not being confident to speak; not being used to talk in class; afraid of making errors; and afraid of being mocked (Heriansyah, 2012). Besides of that errors made by students are seen as positive if they want to learn and correct it, according to Anuradha et.al in Hussain (2018) about the principles of teaching speaking skills for students that let the students speak actively with whatever English knowledge they have and let they commit errors and mistakes at the primary stage.

For the researchers assigned to practice teaching at the Eleventh grade of SMA Negeri 12 Makassar, the researchers saw that when the students practiced speaking skill, most of the students spoke with filler words, stammered and some students were silent without saying anything. The students face some difficulties in speaking practice, where the researchers found that the students were still lack of vocabulary, poor in pronunciation and lack of grammar knowledge, being mocked by friend and confuse how to appropriate word.

This research addresses the students' performance in learning and speaking English of the eleventh grade at SMA Negeri 12 Makassar.

Therefore, this current research aims to investigate the students' speaking performance errors in learning English of the Eleventh-grade students at SMA Negeri 12 Makassar. The research was expected to benefit the researcher as a novice especially in learning how to conduct the research; to be useful and valuable of SMAN 12 Makassar to be further teaching and learning process. It is very important for teachers to realize that the ultimate aim of teaching English is not to make students to master English instead of to teach them to be able to communicate in English. It is not only to prepare students for academic or written English but also prepare students to have speaking skill and communicative competence (Rosmayanti & Yahrif, 2019).

METHOD

This research used qualitative research. One of the most prominent parts in research activities is about the method used to have answers to research or what is frequently called the research method. In the research method, an approach is needed that is used as the basis of a series of execution activities in research. Collection of information through this method allows for gathering information from multiple sources aimed at understanding the meaning of the problems through the respondents or involved audience (Akinyode, 2018). Choosing a distinctive approach in research activities has its own result as a process that must be followed consistently from beginning to end in order to get maximum results and have scientific denomination in accordance with the rate, scope

and the point of the research. Qualitative research is a form of social action that stresses on the way of people interpret, and make sense of their experiences to understand the social reality of individuals (Mohajan, 2018). This approach was a systematic and intensive data collection process to gain knowledge about error analysis in speaking ability of the eleventh-graders of SMA Negeri 12 Makassar. There were 152 students as the prospective subjects of the research and by using purposive sampling technique this study choosed XI MIPA 3 consisting of thirty-six students from twenty-two

females and fourteen males. In collecting the data, the researcher used tape recorder and interview about the students' daily activiy as the instrument and collecting the data of research, The researcher collected the data from data reduction, data display and conclusion drawing. According to Latifah & Supena (2021) used Hubberman and Miles model of analysis, in this model there are three analysis components, namely data reduction, data display and conclusion drawing.

FINDINGS AND DISCUSSION

Findings

Table 1. Findings

The Aspects	The Quantitiy of Errors	Students Made errors
Linguistic Errors		
Vocabulary	97 errors	34 students
Grammar		
• Plural Nouns		
• Singular		
• Context		
• Tenses		
• Preposition		
• Pronouns		
Pronunciation		
• Middle vowel sounds	7 errors	
• Initial consonants	12 errors	
• Middle consonants	5 errors	
• Final consonants	12 errors	18 students
• Initial vowels	4 errors	
• Silent letter	1 error	
	(Total 41 errors)	
Nonlinguistic Errors		
• Afraid of making error	2 errors	
• Afraid of being mocked		4 students
Fluency:		
Error in Speaking		
• Filled Paused	96 errors	28 students
• Silent Paused	22 errors	15 students
• Repetition	24 errors	14 students
Comprehension	10 errors	7 students

By looking at the table above, it can be concluded that there were six aspects that errors made by the students namely linguistic error (vocabulary, grammar and pronunciation),

nonlinguistic error (students are afraid of making error and afraid of being mocked), fluency (filled paused, silent paused and pronunciation) and comprehension. The following are examples of data of errors made by the students in interview:

a) Sample data in linguistic error

Example 1 (Lack of vocabulary)

Data ANB: Researcher: *So how many hours are you online every day?*

ANB : *Nine o'clock*

Correction: Nine hours

Example 2 (Lack of grammar knowledge)

Data SNAR: *Thank you, kak!*

Correction: *Thank you*

Data AN : *Usually I am go to bed....*

Correction: *Usually I go to bed....*

Example 3 (Poor in pronunciation)

Data MAM: *Yusuwali (Usually), Natur (Nature), Diskusing (Discussing), Kretit (Created)*

These items are about students made error in linguistic error, namely lack of vocabulary, lack of grammar knowledge and poor in pronunciation), example 1 student ANB is error in vocabulary, when the researcher asked about the time of she spend onlineon social media, she wanted to say “nine hours”instead she said”nine o’clock”, example 2 students are error in grammar knowledge, SNAR was error in context of grammar, when she said “Thanks you” it should be “Thank you” while AN was error in simple tense, wherein she made error in simple present “Usually I am go to bed”. Whilts Example3 about the student made error in pronunciation, student MAM, final consonant (usually, created), middle consonants (nature,

discussing).

b) Sample data in non-linguistic error

Example 1 (Afraid of making error)

Data MIR: “*Nda bisa, nda ku tau ki kak!*”

Example 2 (Afraid of being mocked)

Data AFB: “*Kenapa ketawa-ketawa Inna?*”

These items are about the students’ error in non-linguistic. The students afraid of making error and afraid of being mocked for they were lack of vocabulary and unconfident to speak.

c) Sample data in fluency (error in speaking)

Example 1 (Filled paused)

Data NMU: *Eeee ... eeee ... eee, twelve o’clock*

Example 2 (Silent Paused)

Data FNI: *... nothing ... hmm at school I breakfast at ten!*

Example 3 (Repetition)

Data BRT: *Many of my friends are using it.... many of my friends are using it “Every day, almost every day!”*

Example 1 is about student error in speaking namely filled paused which is that student NMU, paused with filled sound e e e while speaking because she thought the next word, example 2 is student FNI paused her word while thinking, moreover student BRT in example 3 made error in speaking of fluency, she repeated the same word two times while thinking the next sentences.

d) Sample data error in comprehension

Example 1

Data AFP:

Researchers: *What time do you usually have for breakfast?*

AFP : *Seven*

Example 2

Data MWR:

Researcher: *What time do you usually have for lunch?*

MWR : *Noodle!*

These examples are about students' errors in comprehension, students AFP and MWR were error analysis in understanding of the researcher's question, and she said "what time do you usually have for breakfast? AFP answered "seven" she thought that the researcher asked about her time of breakfast, on the contrary student MWR misunderstood at the question "what time do you usually have for lunch?" and he answered "noodle!".

Discussion

The result showed that the causes of error analysis in speaking ability made by 36 students of Eleventh Science of Three (XI MIPA-3) were linguistic error, nonlinguistic error and error in speech. The students were error causes of Lack of vocabulary, lack of grammar knowledge, poor in pronunciation, being afraid of making error, afraid of being mocked by friends, filled paused, silent paused and repetition in speech another error made by the students in speaking also was in comprehension. It was referred from the previous researches that the students got errors in speaking because from the students first language acquisition (L1) and it was occurrence of interlingua errors because students had obtained their mother tongue from the first or native language to the target language, so the students made errors (Kasenda et.al 2019). Most of the students also made error in pronouncing the words which flounced towards their pronunciation, the problems are come from the

student's lack of grammar and vocabulary mastery another factor that the students were unaware and out of control while speaking, they tended to ignore the way how to speak by using correct pronunciation, so that when they want to pronounce the words they were not felling incorrect and about the students were confusing to distinguish among of the characteristics in grammar with the result that the students do not know how to use the part of speech.

There are four aspects of speaking that the students should consider including pronunciation, grammar, fluency, vocabulary and comprehension Brown in Tajniah (2021), the five aspects were made students error while speaking, the first is pronunciation, the students made error in pronunciation because depending of many factors, such as; where they grew up, where they live, their ethnicity, their social class and their education, the second is grammar, grammar in speaking is one of the crucial course for students to increase their ability in speaking, the students made error for they were lack of grammar knowledge about confused to distinguish the functions, the third is fluency, fluency is one of the part of language ability when the students speak fluently, the error in speech made by the students were filled pause (the students produce speech sounds, there is a gap filled by ah, er, uh, mm), silent paused (the students take a second or more between words, the students think the next word but forgetting the next word, so they keep silent) and repetition (the students produce speech sound and they repeat one or more words before

they finish their sentences). The fourth is vocabulary, the major problems were from this aspect for the student were lack of vocabulary because they did not have any words to practiced in their language. The last is comprehension, it is the ability in speaking to receive and interpret a series of communication activities. The students were error analysis in comprehension about the students' misconceived of understanding the questions, that happened by the factor of the causes in error, they were lack of vocabulary and mispronounciation with the result that the students gave inccorect answering.

According to Doughlas Brown in Kamal (2019), they are techniques of the the teacher must use in speaking principles, such as provide appropriate feedback and correction, this way will make the students can reduce error analysis in misundertanding of comprehension in speaking, the next technique is capitalize on the natural link between speaking and listening to increase the students vocabulary and pronunciation, those method to improve the students' comprehension in speaking, the last give the students oppurtunities to initiate oral communication, another ways encourage the development of speaking strategies.

CONCLUSION

In conclusion, the researchers found the major problems which is that made by the students Eleventh of Science Three (XI MIPA 3) at SMA Negeri 12 Makassar, they made error caused by linguistic error including lack of vocabulary, lack of grammar knowledge and

mispronunciation, another factor to consider is the students made error in nonlinguistic such as afraid of macking error and afraid of being mocked by friends, while error in speech the students were errors in filled pause, silent pause and repetition the stdents also made error in comprehension.

To avoid more errors in speaking among students, they should pay attention to the correct pronunciation either it pronounces by the teacher or by looking at the dictionary, moreover if the students wanted to be able to speak in English better they had to keep practising in the class and find many references about to memorize many vocabularies to reduce the error in speaking. For the more error made by the students the more misunderstanding that occur, students find it difficult to learn English because it will be hard to understand by the students. English teacher should know how to create some interesting method in teaching English, especially in teaching speaking It can be said that when teaching English should be more interesting because English is difficult lesson for any students. One of the ways to teaching speaking; give the students opportunities to initiate oral communication: A deal of typical classroom interaction is characterized by teacher initiation of language.

Teacher ask questions, give direction, and provide information, and students have been conditioned only to "speak when spoken to", as the main purpose of speaking is to communicate. Part of oral communication competence is the ability to initiate

conversation, to nominate topics, to ask questions, to control conversations, and to change the subject.

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