

THE SPEECH ERRORS MADE BY EFL LEARNERS IN SPEAKING PERFORMANCE

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Abstract

Speaking skill is the ability to deliver and produce language through the mouth. This study aimed to investigate and identify the learners' speech error made by EFL learners in speaking performance and it was conducted at second semester of EFL learners in speaking's presentation. The method applied was descriptive qualitative. The participants of this study were thirteen learners. There was two instruments which used by the researcher. Observation, video documentation, and note as the instruments of data collection. The finding of this present study formulated that the speech errors made by EFL learners was seven items and identified into four categories, such as; shift error, perseveration error, substitution error, and anticipation error.

Keywords: Speaking, speaking performance, speech error

INTRODUCTION

In this globalization era, speaking skill has an important role in communication, particularly in communication English as a foreign language. Leong & Ahmadi (2017) stated that speaking is one of the crucial skills that must be upgraded and expanded for communicating. It is unanimously accepted that speaking is difficult aspect. When it deals to communication, learners often produce some errors in speaking performances due to inability to resolve the complexity of speech. Alperin & Wang (2008) found there are many Spanish learners made spelling errors with English vowel sounds in their speaking performances.

Errors, as Harmer (2007: 138) stated is a rule system of instability, when an EFL learner has not understood English structurally and consistently, they will get problem in attaining the learning of target language. Henceforth, knowing well the definition of *error* makes the EFL learners become good speakers. Hence, without knowing to solve the speech error, the learners will not succeed in speaking skill.

The similar studies reported that errors in speaking were found in the learners' speaking performances. Hervina (2014) conducted a research on the error of speaking performance in the third year of college and it was that grammatical error in learners'. In other previous study, Ting, Mahadhir, & Chang (2010) stated that they found five common grammar errors in speaking performance made by university students, such as; preposition, question, article, plural form of nouns, subject verb of agreement and tense in spoken English. For other researchers, Muthmainnah (2014) said that she found silent pause error in speaking performance made by the main actors in bad boys 1 movie at education faculty of Al Asy Ariah Mandar University.

From the previous studies mentioned above, the researchers wanted to do research in different types of errors that made by EFL learners in different levels. However, to know the whole speech errors in speaking performance, the researcher needs to investigate more other types of speaking errors in this present study. By knowing the English learners error in speaking performances, it will

assist the lectures to create the proper methods to solve the problem in teaching and learning process. Due this case, the researcher is interested to analyze the errors in speaking performance made by second semester of English learners at University of Islam Malang in six categories of speech errors, such as; exchange, anticipation, perseveration, blends, shifts and substitutions. Henceforth, this research will be more investigated by the title The Speech Errors Made by EFL learners in Speaking Performance.

Al Nakhalah (2016) pointed out that speaking skill is the ability to deliver and produce language through the mouth. People create sounds using many parts of body, including lungs, tongue, teeth, lips etc. in speaking. Speaking is one of the four skills English, which are listening, writing, reading and speaking. If there are two or more people speak or talk to each other, it is called a "dialogue or conversation".

Nowadays, the EFL learners realized that speaking skill is extremely important in every situation, especially in communicating among others. The function of speaking skill is delivering information, message, material, lesson, etc. to others more effective and efficient. Henceforth it is better understood by the EFL learners they talk to. Kouwenhoven, Ernestus and Mulken (2016) stated that speak to others also depends on good cooperation with other communicators. Therefore, the students have to master several competence of speaking in order to be effective and efficient speaker. Hymes's theory, Canale and Swain (1980) as cited in Abbaspour (2016) said that there are four competences in speaking for communicating; Grammatical competence, discourse competence, sociolinguistic competence, and strategic competence which reflect the use of linguistic system and functional aspects of communication respectively.

Shamsudin, Sadoughvanini, and zaid (2013) stated that there are two kinds of error in speaking performance that have made by Iranian EFL learners. They are lexical collocation error and grammatical error, but lexical collocational error were much more than grammatical once when they do test in speaking in prepared and unprepared manner. Alperin and Wang (2008) argued that they found the difficulties in English learners spelling vowels in English learners Spanish speaking performance, that statement is supported with their different ways of developing orthographic transparency spelling fluency.

Generally, there are some errors in speaking performance that have made by the EFL learners during learning process in the class. Zhu and Liu (2018) pointed out that there are six categories of speech error in speaking performance. They are exchange, anticipation, perseveration, blends, shifts, and substitutions. The first category of speech errors is exchange error. The exchange error occurs when the EFL learners do error in double shift. When the EFL learners produce two words in a sentence or it can be called two sounds switch places. For examples; knife light then the true one is night life. The second category of speech errors is anticipation error. The anticipation error occurs when the English learners replace the first consonant of the last word in the first consonant of the first word. A later word takes place of an earlier word. For examples; bake my bike then the true one is get my bike. The third speech error category is perseveration error. The perseveration error occurs when the English learners replaces the next word with the previous word. For examples; black bloxes then the true one is black boxes. The fourth speech error category is blend error. The blend error occurs when the EFL learners fuse two words into one. It is more than one item is being considered during speech production. Consequently, the two words fuse together. For examples; please exland that! then the true one is please explain and expand that!. The fifth speech error category is shift error. The shift error occurs when the EFL learners one speech latter disappears from its proper part and appears somewhere part. For examples; he decide to bites it then the true one is he decides to bite it. The last speech error category is substitution error. The

substitution occurs when the EFL learners replaced intruder word in one word another. The source of the intrusion is not in the sentence. For examples; at low speeds it's too heavy then the right one is at low speeds is too light, where is my tennis bat? Then the true one is where is my tennis racquet?.

There are some factors of causing error in speaking skills. This error can lead to conflict and misunderstanding between each other. In speaking, the EFL learners certainly expect reciprocity. However, when the EFL learners perform in speaking skill goes wrong and there is an error in their speaking. Henceforth, automatically the expected reciprocity will not be able to occur as social affect in speaking skill especially in speaking classroom learning. In daily life, error in speaking possible to occurs to the EFL learners as the effect of speaking performance collectively. Gumbaridze (2013) argued that there are nine factors that influence EFL learners' error in speaking performance. They are interference of first language, complexity of target language, overgeneralization error, fossilization, less of speaking practice, fatigue, inferiority, lack of confidence, and lack of respect. Yunus and Singh (2013) argued that generally good strategies in learning speaking influence the higher or lower the anxiety and control emotion. They also have their own strategies to support them become good speakers and communicators. Yunus & Kaur a/p Singh (2013) stated that some EFL learners have right purpose and target in their speaking performance and they keep using strategy well.

RESEARCH METHOD

Research design means the planning of researcher to conduct this research in order to find clear understanding the research object and answer the research problem. This paper were designed as a qualitative descriptive research because this research was verbal and analyzed without using statistical calculation. Astalin (2013) pointed out about qualitative research design is a type of social science research that collects and seeks to interpret the meaning of the data so that it can help the people to understand social life through the study of populations or targeted place. As the researcher mentioned in the first chapter, the aim of this study was to know the errors in speaking performances made by the second semester of EFL learners at University of Islam Malang. The subject of the study was second semester of EFL learners at University of Islam Malang. The research was conducted in two days, 16th and 18th of July 2019. The researcher chose second semester A class of EFL learners at University of Islam Malang because this class had the lowest score in the middle test. This class consisted of twenty seven EFL learners, thirteen for females and fourteen for males. Those twenty seven learners were divided into six group presentation. The researcher took three sample of group presentation from six, such as; second group, forth group, and fifth group. As the sample, those three group presentation consist of thirteen learners. The researcher chose class A because the EFL learners who sit and studied inside were the lowest score in speaking performance among three classes.

The research instrument was thing used by researcher to collect the research data. In this research, using the research instrument was depended on what type of data was needed. What data was used was determined by what the research problem formulation was proposed. In this case, the researcher needed the data of EFL learners' error in speaking performance during teaching and learning English in the classroom. There were three research instruments that was used by the researcher, such as; observation, documentation and notes.

The researcher collected the data during speaking class. At this case, the researcher used documentation and field note. Throne (2000) pointed out that there is no limitation of creating technique of data collection in qualitative research, seems like recording, observation, focus groups, policy manuals, photograph, etc. In this present study, the information and explanation was obtained from two kinds, as like; documentation and note. Documentation was the technique of collecting data was available in learning process in the class, there were videos related to what the

EFL learners spoke in the classroom since the learning began until finishes. The researcher took documentation of videos at the second day during final test of speaking to find out their errors in speaking performance. On the 18th of July 2020, the researcher came to the class to take permission to the lecturer and the EFL learners. Furthermore, the second group started their presentation in a group about writing skill and those solutions. During their presentation, the researcher took the documentation by recording video. Moreover, the researcher took documentation for the fourth and fifth group presentations. After taking recording video, the researcher thank full to the lecturer and learners. The researcher chose note paper to write down what was needed and related to the concern of the study. The observation took places within a certain period of time. At that time, it was possible that unpredictable idea or event occur beyond expectation or beyond the control of researcher. Note paper was useful for documenting important matters that researcher got in the classroom learning.

On the 18th of July 2020, when the researcher came to the class to take the video recording of EFL learners' presentations, the researcher also bring note to write what the learners' spoke. Field note was the additional technique of data collection. Furthermore, the second group started their presentation in a group about writing skill and those solutions. During their presentation, the researcher took the documentation and prepared note for taking some notes.

DATA TRIANGULATION

To get the validity of the data, the researcher used data triangulation. Honorene (2017) said that triangulation is a technique to straighten the validation of data through cross verification from some sources. In particular, it referred to the application and combination of several research methods in this study of same phenomenon. It was process of combining some methods, theories, researcher, and data collection method & technique to make the research findings more valid and reliable. Denzin (1978) and Patton (1999) as cited in Honorene (2017) identified that data triangulation was divided into four types: methods triangulation, triangulation of sources, analyst triangulation, and theory/perspective triangulation. In this research, the researcher only focused on method triangulation and theory/perspective triangulation.

Method triangulation, for this part of triangulation the researcher used data sources by comparing and checking the credibility of information with the data from observation, field note, and documentation then compared all data gained. Theory/perspective triangulation, in this part the researcher used theoretical perspectives to examine and interpret the data more validity. After the researcher took the documentation of pictures and videos from EFL learners' classroom learning and noted the transcription text, the researcher revalidated the content of the transcription text whether it was correct or not.

The data collected were documentation and observation. The data gained from the EFL learners speaking performance in the class learning, it was presentation of EFL learners problems in four skills in English and the solutions to solve those problems. The researcher tried to find the error made by the second semester of class A in English department. Henceforth, there were some steps for analyzing data. Throne (2008) said that there are four steps of data analysis, they; are comprehending, synthesizing, theorizing, and recontextualising.

After the EFL learners presented the problems of four skills and the solutions in a group, the researcher got the data from recording video and field note. Furthermore, what the EFL learners presented of final test inside the video was comprehended by the researcher. The researcher watched and listen the video documentation as well as possible to comprehend the video documentation by using transcript video documentation.

Synthesizing was unifying separate ideas into a whole. After the researcher got the speech error from transcript of video documentation and note, the EFL learners' error in their presentations was classified by the researcher into six categories. Furthermore, the researcher unifying the data got from transcript of video documentation and field note.

Theorising was providing opinions that have stated before based on research and findings, supported by data and arguments of researcher. The research got the data gathered of EFL learners' error in presentation performances. The data gathered was seven items of speech error and classified into six categories, such as; exchange, anticipation, perseveration, blends, shifts, and substitutions error. Otherwise, the researcher just found four categories of speech error, such as; shift error, perseveration error, substitution error, and anticipation error. The researcher couldn't two error categories, they were exchange and blend error.

The last step of data analysis method was recontextualising. Recontextualising is replacing and reassuring the EFL English learners' error in speaking performance who have been analyzed in their context until they are truly validated. Finally, the researcher found four speech error categories, such as; shift error, perseveration error, substitution error, and anticipation error.

FINDINGS

The speaking final test of second semester of EFL learners at University of Islam Malang is presenting in a group of skill problems in English and those solutions. It was consist of twenty seven learners that divided into six groups presentation. The researcher took the sample of three groups with total number of the learners were thirteen. At the first day presentation, the researcher had other matters and could not attend to class henceforth she just took three of six groups presentation at the second day. From that final test, the researcher found that there were several types of errors that made by the learners in their speaking performance. Those speech errors are identified into four categories, such as; shift error, exchange error, substitution error, and anticipation error. The numbers of errors found are seven items.

The data gathered and analyzed were summarized and it was helped by using the table as follow.

Table 3.1 Classification of Speech Errors

No	Learners Sentences	Speech Error Categories	Numbers of Speech Error	Correction
1	-The student <i>try to makes</i> the summary -I find <i>threes solution</i> You can <i>got wrong</i> - I change my daily activity and <i>my phones setting</i> -I have <i>twos solution</i>	Shift error	Four	-The student <i>tries to make</i> the summary -I find three solutions You can got wrong - I change my daily activity and <i>my phone settings</i> -I have <i>two solutions</i>
2	You can <i>got wrong</i>	Perseveration error	One	You can <i>get wrong</i>
3	Confused to organize the sentence sequence	Substitution error	One	Confused to arrange the sentence sequence
4	I <i>sing it's</i> easy	Anticipation error	One	I <i>ting it's</i> easy
5	-	Exchange error	-	-
6	-	Blend error	-	-

The table above will be investigated more by the researcher with detailed explanation as follows:

1. Shift Error

The first speech error categories that have been made by the learners were shift error. This speech error category occurs when the learner put a latter of word disappears from its proper part and appears somewhere part. The learner did this error in four items. The first item of shift error was placed by the learner in this case sentence “I change my daily activity and my phones setting.”. The words *phones setting* were incorrect. The correct one is *phone settings*. The word *setting* disappeared from its proper part and appears somewhere part, it was *phones*. Adding *s* was replaced in the word *phone*, not in the right word; it was *setting*. It should become “I change my daily activity and my phone settings.” Moreover for three error items in sentences, such as; *the student try to makes the summary, I find threes solution, and I have twos solution*. The words *try to makes* was incorrect, the correct one is *tries to make*. The words *threes solution* was incorrect, the correct one is *three solutions*. The last, *twos solution* was incorrect then the correct one was *two solutions*.

2. Perseveration Error

From that data collected and analyzed, the learner made error of one item in her speaking performance. It was “You can got wrong”. The exchange error occurs when learner replaces the one word with one another. When the learners produce two words in a sentence or it can be called two sounds with the same voice. Furthermore, the correct one is “You can get wrong”. The sound word of *wrong* influenced the previous sound word become vowel *o*, it was *got* and it should become *get*. The learner replaced the vowel sound of word *wrong* with another word, it was *got*. Henceforth, the correct one was *get*.

3. Substitution Error

The next learner’s type of speech error was substitution. The substitution error occurs when learners replaced intruder word in one word another. That intruder word can be two possibilities, such as; synonym word but different functions and the different word and meaning. The source of the intrusion is not in the sentence. The sentence case was “confused to organize the sentence sequence”. The words *organize* was exactly incorrect, the correct one was *arrange*. The learner replaced intruder word in one another in this sentence case, it was *organize*. The word *organize* and *arrange* had almost equal meaning. Henceforth, the right one was the confused to arrange the sentence sequence.

4. Anticipation Error

For the last case sentence of speech error item was “I sing it’s easy”. This error item was included anticipation error. The anticipation error occurs when learners replace the first consonant of the last word in the first consonant of the first word. A later word takes place of an earlier word. The words *sing* was incorrect. The correct one is *think*. The learner replaced the consonant of the word *it’s* in the consonant of the word *sing*. A later word took place an earlier word. Henceforth, the right one is “I think it’s easy”.

DISCUSSIONS

The discussion in this part is to discuss the research finding and to explain detailed information related to the present research. The finding of this study indicated that EFL learners’ speech error in speaking performances in their final test presentation. Based on classroom observation and video documentation, the learners did some errors in speaking performance.

There are seven items of speech errors that have been made by the learners. Those seven items of error were identified into four types of errors that have been found by the researcher in EFL learner’ speaking performances. There were four speech error categories, such as; shift error, perseveration error, substitution error, and anticipation error. Factually, there are six types of speech errors in speaking performances, such as; perseveration error, anticipation error, perseveration error, blend error, shift error, and substitution error. This theory was lined in the chapter two based on Zhu

and Liu (2018). However, the researcher did not find two error speech categories, like exchange error and blend error.

The first learners' speech error in speaking performance was coming from shift error. The learner made four error items of shift error in sentences. The second error category that has been made by the learner was perseveration error. For perseveration error, the learners made one item of error. Substitution error was the third category of error that have made by the learner. The learner made one item in substitution error. However, the last category was anticipation error. For this speech error category, there was one error item found. It was clearly stated that the learners made several speech errors categories in speaking performances. Through those cases, the learners should practice more in speaking. It was also pointed in theory of chapter two by Kouwenhoven, Ernestus, and Mulken (2016) that speak to others also depends on good cooperation with other communicators.

Based on finding of this present study, the EFL learners often made several speech errors in their speaking performances of classroom learning. It was also clearly stated in previous study of chapter two by Ting, Mhadir, and Chang (2010). This present research found that the EFL learners who were lack of capability in English, especially in speaking skill made grammatical errors in their speaking performance, such as; preposition, question, article, plural form of nouns, subject verb agreement, and tense. Other previous study was reported by Muthmainnah (2014). This present research showed that there were two main characters in the film of *Bad Boys* the movie: and the dominant categories of speech errors are made by the main actors in *Bad Boys I* the movie was silent pause error in speaking performance. Sari (2018) also formulated the finding of her research showed that students of State Islamic University in South Sumatera made twelve error items of grammatical. There were third person singular incorrectness, comparative adjective/adverb incorrectness, determiners, nominalization, numbers, use of pronouns, use of preposition, omission of verb, use of progressive tense, agreement of subject and verb, verb-and-verb construction.

CONCLUSIONS AND SUGGESTIONS

Many kinds of speech error in speaking performance of teaching and learning in the classroom activity have been made by the learners especially second semester of EFL learners at University Islam Malang. Through classroom observation, field note, and video documentation, the researcher concluded that there were seven items of error. Those seven speech errors were classified into four types, such as; shift error, perseveration error, anticipation error, and substitution error.

The first learners' speech error in speaking performance was coming from shift error. The learner made four items of shift error item in several sentence. The second speech error type that has been made by the learner was perseveration error. For perseveration error, the learners made an item of error in speaking performance. The third error that has been made by the learner was anticipation error and there was an item of error. The substitution error was the fourth error there was an item of error. For two speech error categories left; like exchange error and blend error, the researcher didn't find in learners' speaking performances.

From this present research, there are some advantages of knowing students' speech error in speaking performance. Henceforth, the researcher gives some appropriate suggestions that probably could assist the English lecturer, the EFL learners, and the further researcher.

The first is suggestion for the English lecturer. Creating new proper strategy is totally needed and useful for teaching learning English effectively. Now days, the creative lecturer is totally important to support the students in the classroom learning. Every lecturer has their own way to teach English, especially in speaking. The result of this study is useful for the lecturer for demonstrating in the teaching and learning process. In sum, the English lecturer is suggested to create and invite student to be more active in the classroom especially EFL learners. The second is suggestion for the learners. By reading and understanding this present research, the learners are suggested to be more aware in their errors of speaking performance. At the researcher stated in this present study, the students have several types of speech errors in their speaking performances.

Henceforth, it can be detracted the learners' speech error in their speaking. When the learners realize their speech error in speaking performance, the process of teaching and learning will run effectively and it will reduce the burden on lectures in teaching.

According to the limitation of present study above, it will be better for further researchers can conduct the same research with the other instrument, the data can be completed by interview or questionnaire check list. Since in the present study, the learners' interview guide established by researcher. Therefore, it is suggested for future researcher to adopt the newest version of learners' interview or questionnaire check list which can cover up this present study. This present study truly stated that there are several speech errors that have made by the learners. Henceforth, the further researcher also suggested to do research of error in speaking performance with other different speech error categories and how to overcome that problem.

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