STUDENTS’ ERRORS IN SPEAKING DESCRIPTIVE TEXT
Yogi Pratama, Dewi Sartika, Rekha Asmara
Program Studi Pendidikan Bahasa Inggris FKIP
Universitas Islam Ogan Komering Ilir Kayuagung
Email: yogipratamaizanami@gmail.com

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Abstract
To speak English fluently is a challenging ability for language learners in learning English. But, speech errors tend to cause students speaking difficulties. The point of this study was to describe the kinds of errors made by tenth-grade students at SMAN 1 Tanjung Lubuk when reciting descriptive text. This study utilized qualitative research. The study focused on SMA Negeri 1 Tanjung Lubuk’s tenth-grade students in academic 2019/2020. Recording or videotaping students’ speaking performances, as well as English instructor scores, served as the research instrument in this study. The following steps were taken to analyze the data: a) data collection, b) error identification, c) categorization into error categories, d) statement of the relative frequency of error types, and e) identification of the target language’s areas of difficulty, and f) therapy. The study’s findings revealed that grammatical and speech errors were the most common types of speaking errors.

Keywords: students’ error, speaking, descriptive text

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INTRODUCTION
Speaking is one of the useful abilities that students should acquire. Speaking, according to Liao (2009), is an "interactive" process that involves three basic stages: "producing, receiving, and digesting information." Rosa (2019) stated that speaking is an action in which a person makes a sound and then says one or more words to express and transmit his or her thoughts or feelings. In other words, speaking is one of the communication instruments used to send messages to one another, resulting in a good communication process between the speaker and the listener.

However, students still get difficult to speak. According to Jannah and Fitriati (2016), there are some problems in speaking, such as lack of vocabulary, poor
grammar, and poor pronunciation. Language issues are also mentioned by Ratnawati and Sulastri (2018) as one of the major causes of poor academic achievement. These issues may provide a barrier to students' capacity to enhance and improve their speaking skills. The students' difficulties in speaking are due to their lack of grammar, vocabulary, and pronunciation skills. In brief, students encounter three basic issues when it comes to speaking, namely word choice, sentence structure, and word pronunciation, all of which make it difficult for them to articulate an idea in front of the class.

Furthermore, many language learners find it challenging to explain themselves in spoken language, according to Leong and Ahmadi (2017). They frequently have difficulty adequately expressing themselves in a foreign language. Students know what they will say in the source language. However, when it is time to convert to the target language (English), they frequently struggle to combine and apply the appropriate vocabulary. In other words, the problem in speaking can inhibit speakers to express their ideas to describe everything which happens in daily life dealing with people, places, and soon.

As stated in the curriculum 2013 of Senior High School, students should describe orally the descriptive text. Abbas and Dwita (2019) explain that a descriptive is the type of text which offers data about something specifically. Descriptive writing, according to Yoandita (2019), is a clear explanation of persons, locations, objects, or events utilizing relevant details. In a nutshell, descriptive text is a text that describes a person or object. In speaking activities, many students make some errors in the process of speaking especially when they try to arrange the sentence spoken. Error is seen as a necessary and beneficial element of the process (Fauziati, 2009). Moreover, the error that may occur in speaking activities is because they do not master English well. Speech error is one of the types of errors that students made when they speak in English. According to Fadhila et al. (2013) speech error has three sources of error, namely cognitive, psychological, and sociological reasons. The topic is the cause of cognition. When people speak in front of a large group of people, they become apprehensive for physiological reasons. Besides, sociological reason occurs when speakers must talk to someone in who high position. In other words, speaking errors can occur in any situation where caused by a topic, feeling nervous students, and the partners of conversation.

Furthermore, grammatical error also influences students' speaking ability. Juleha (2015) explains that many factors caused the students to make errors especially in speaking English as the first foreign language such as English grammar which is more complicated than Indonesia and mother tongue interference. Furthermore, Susanti and Amri (2013) add that the learner lacks imagination and critical thinking. In other words, students generally have problems in speaking, namely less confidence, nervousness, limited
imagination, and critical idea so they are not accustomed to speaking the descriptive text in front of the class.

Some scholars had conducted researches about grammatical errors made by students in speaking English. Most of them investigated grammatical errors made by English Department students (Chania & Amri, 2019; Damaiyanti, 2021; Dewi & Hasnah, 2022). The results of their study showed that the highest grammatical error in speaking descriptive text and debate was omission caused of interlingual factors, the monotonous learning environment inadequate learning, overgeneralization, and simplification (Chania & Amri, 2019; Damaiyanti, 2021). Further, Dewi and Hasnah (2022) claimed that the highest grammatical errors made by college students in speaking English was addition that caused if intralingual and interlingual. However, this present study tried to investigate errors made by the tenth-graders of SMAN 1 Tanjung Lubuk in terms of grammatical error and speech error when speaking descriptive text.

RESEARCH METHOD
The descriptive approach was utilized in this study, which falls under the category of qualitative research. Qualitative research, according to Schrieber and Asner-self (2001), tends to explore things in their natural setting, aiming to understand or interpret occurrences in terms of the meaning people assign to them. Furthermore, the focus of the qualitative study was on the description. Descriptive studies, according to Schrieber and Asner-self (2001), simply describe some phenomenon using numbers to construct a picture of a group or individual. Descriptive studies, in other words, are strategies for explaining group phenomena. Then the research procedures were determining, administering, identifying data, and reporting the research finding.

This study was conducted at SMAN 1 Tanjung Lubuk in the academic year 2019/2020. SMAN 1 Tanjung Lubuk was located in Pulau Gemantung Ilir, Tanjung Lubuk Ogan Komering Ilir Regency, South Sumatra. This research was done on March 2020. Moreover, the X IPA 1 class was taken as the subject of this study.

Moreover, data collection was done through the use of documentation. The recording or videotaping of a student’s speaking performance served as documentation in this study. In this study, the researchers presented the students with six descriptive text subjects from which to choose. The outcomes of the students’ spoken descriptive text were then captured and entered into the scripts to identify students’ errors. In addition, the researchers gathered information from an English teacher who graded the pupils’ speaking abilities. The researchers used a surface taxonomy strategy to analyze the error, which was divided into four types: omission, addition, misformation, and misordering, as well as speech error, which was divided
into nine types: silent pause, filled pause, repeats, unrestricted, retraced, correction, interjection, stutters, and slip of tongue.

Then data analysis in qualitative research went hand in hand with other aspects of the qualitative study's development, such as data gathering and writing up the findings. Because text and image data are so thick and rich, it is impossible to use all of them in a qualitative study. The steps of mistake analysis given by Irawati (2015) were used to analyze the students' errors in speaking descriptive text. They were: a) data collection, b) error identification, c) classification into error kinds, d) statement of the relative frequency of error types, e) identification of the target language's areas of difficulty, and f) therapy. Finally, the data that had been recognized in terms of error kinds was evaluated and qualitatively described using percentage analysis.

RESULT AND DISCUSSION
The analysis' findings were centred on the learners' grammar and linguistic error when reciting descriptive text. The entire data set was not displayed here, but some representative data were. The information gathered in this study was analyzed descriptively. The samples of grammar and speech errors in speaking descriptive text were characterized, detected based on the types of error, and then revised using the data collected.

First, findings showed the grammatical-error types made by the students. The classification of students' grammatical errors found were presented below.

a. Omission
In this study, it was found sixteen utterances of omission errors. There was an example of a student's sentence included in an omission error “I have a friend name is Nuraini”. The revision was “I have a friend her name is Nuraini” (Add her before name).

b. Addition
There were four utterances found as addition errors, for example, “I want to tell about title my pet”, the revision was “I want to tell about my pet” (remove the title).

c. Malformation
Twenty-one utterances were indicated as addition errors, for example, “Because he was very smart”, the revision was “Because he is very smart” (replace was with is).

As a whole, the result classification of students' errors was calculated in the percentage as shown in the following table.

<table>
<thead>
<tr>
<th>No</th>
<th>Types of Error</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Omission</td>
<td>16</td>
<td>39.02</td>
</tr>
<tr>
<td>2</td>
<td>Addition</td>
<td>4</td>
<td>9.75</td>
</tr>
<tr>
<td>3</td>
<td>Malformation</td>
<td>21</td>
<td>51.21</td>
</tr>
<tr>
<td>4</td>
<td>Mis-ordering</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>41</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Table 1 showed that there were sixteen items (39.02%) identified as omission errors, four items (9.75%) of addition errors, twenty-one items (51.21%) of malformation errors, and no item (0%) of misordering error.

The next finding was that speech errors were detected in the students' utterances. The classification of students' speech errors found were presented below.

a. Repetition
Ten utterances containing repetition were found. There was an example of repetition “I want/I want describe about my/my title”. According to this utterance, the speaker repeated the words I, want, and my. After repeating the words, the speaker completed the question.

Example: I want/I want describe about my/my title.
Revision: I want to describe about my title.

b. Unretracted
Three utterances unretracted were found. The example of unretracted was “Graduated form/She graduated form” The speaker tried to repair the sentence by adding the word “She” without using the explicit utterance. The speaker corrected the word directly without space.

Example: Smart student/He is smart student
Revision: He is a smart student

c. Filled Pause
Three utterances of filled pause were found. For example, “He is also, ee, cheerful sociable person”. In the middle of the sentence, the speaker stopped for a second, but it was not silent. The speaker filled it by producing the sound "ee" and then the speaker continued the sentence.

Example: I like, ee, sate
Revision: I like sate

d. Silent Pause
There were thirteen utterances of silent pauses that were also detected then. For example, The person is kind //calm and beautiful”. After the word "the person is kind", the speaker stopped and kept silent for a few minutes. Then the speaker completed the sentence by saying "calm and beautiful".

Example: Rama live in // kayuagung
Revision: Rama lives in Kayuagung

e. Slip of the Tongue
There were nineteen utterances of slip of the tongue were found. There was an example of slip of the tongue “We have been prince since in elementary school”. The speaker tried to speak “friends”, but in the middle of the sentence was the word "since” the speaker produces the speech unsuccessful. The word “since” influenced the word before. As the result, the sound “friends” became the sound "prince” and the speaker got slip.

Example: I am best prayer in football
Revision: I am best player in football

In addition, the type of speech errors were explained in Table 2.

Table 2 The Percentage of the Speech Error Types
<table>
<thead>
<tr>
<th>No</th>
<th>Type of Error</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Repetition</td>
<td>10</td>
<td>20.83%</td>
</tr>
<tr>
<td>2.</td>
<td>Unretrac</td>
<td>3</td>
<td>6.25%</td>
</tr>
<tr>
<td>3.</td>
<td>Filled pause</td>
<td>3</td>
<td>6.25%</td>
</tr>
<tr>
<td>4.</td>
<td>Silent pause</td>
<td>13</td>
<td>27.08%</td>
</tr>
<tr>
<td>5.</td>
<td>Slip of the Tongue</td>
<td>19</td>
<td>39.58%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The table above showed that there were five types of speech errors done by the students, namely ten students (20.83%) who did repetition, three students (6.25%) who did unretracted, three students (6.25%) who did fill a pause, thirteen students (27.08%) who did silent pause, and nineteen students (39.58%) who did slip of the tongue.

From the whole findings displayed above, the researchers discussed the students' errors in reciting the descriptive text in terms of grammar and speech errors. Omission error, addition error, malformation error, and mis-ordering mistake are the four types of grammatical errors (Soektino 1996). Silent pause error, filled paused error, repeats error, false start (un-retracted), false start (retraced), corrections error, stutters, interjections, and slip of the tongue are the nine forms of speech errors.

According to the findings of the study of students' grammatical errors in speaking descriptive text, sixteen items (39.02 %) were recognized as omission errors. It happened because the learners didn't understand the function of the simple present tense formula, hence they made blunders when speaking. It was mainly caused by a lack of vocabulary, and learners usually claimed that they were aware of the missing ingredient; four addition errors (9.75%). When the students recited descriptive text, they made the identical omission error because they didn't comprehend the function of the formula simple present. Malformation errors accounted for twenty-one items (51.21%). It happened because students found it difficult to discern and choose the correct word for the correct formula, and there was no mis-ordering error (0%). According to the research, the type malformation errors (46.3 %) had the highest frequency of grammatical errors in speaking descriptive text. The malformation is the most common grammatical error. It was caused by the student's difficulty with the difference where is subject, object, and verb, so that is why the malformation more dominant than others. The next type was addition errors (36.6%) which had been followed by omission type (17.1%), and the lowest frequency of grammatical error was the mis-ordering type. It was caused by the student's difficulty with the difference where is subject, object, and verb, so that is why the malformation more dominant than others. The next type was addition errors (36.6%) which had been followed by omission type (17.1%), and the lowest frequency of grammatical error was the mis-ordering type. It was by the score who gave by the English teacher. The English teacher gave a low score for the grammatical error (2) based on the rubric speaking score, which indicated that students made frequent errors in grammar and word orders which occasionally obscured the meaning.
Based on the elaboration above, it could be concluded that students made some errors when they spoke the English language. One of the types of errors was grammatical errors such as omission error, addition error, malformation error, and mis-ordering error. These errors occur when the mother tongue interferes with English in such a way that gave a serious impact on the language produced. Thus, students needed to know the roles of English to express their ideas and incorrect grammatical and linguistic patterns (Syarif, 2014).

Furthermore, from the percentage analysis result of the student’s speech error in speaking descriptive text, it was found that there were ten items (20.83%) identified as repetition errors. It occurred because students felt nervous and worried that words they spoke was wrong; three items (6.25%) of unretracted error. It occurred because the students wanted the sentences spoken clearly so that the students did unretracted error; three items (6.25) of filled pause error. It occurred because the students felt confused about the next word and what they wanted to say so the students did the filled paused error; thirteen items (27.08) of silent pause error. It was the same as filled paused, the students felt confused about the next word they wanted to say and nineteen items (39.58%) of slip of the tongue. It occurred because the students used their mother tongue every day. grammatical and linguistics patterns (Syarif, 2014). Therefore, the student often did mistakes.

Based on the data, it could be described that the highest frequency of speech error in speaking descriptive text was the typed slip of the tongue (39.58%). The next type was the silent pause error (27.08%) which was followed by repetition error (20.83%), and the lowest frequency of speech error was an unretracted error (6.25%) and filled pause error (6.25%). The results of data analysis revealed that the dominant speech error was slip of the tongue because the students were nervous, tired, anxious, or intoxicated when they spoke English. As stated by Finanda and Syukri (2018), the slip of the tongue usually occurs naturally and spontaneously to everyone and it also happens consciously and unconsciously. Besides, this type of error includes fluency in speaking. The English teacher gave a low score for the students’ fluency (2.18) based on the rubric speaking score. The scores given by the English teacher indicate that students were halting and fragmentary as to make conversation and the students were usually hesitant, and often forced into silence by language limitations. Besides, another error in speaking was speech error. The students had an error in speaking when they spoke English such as repetition error, unretracted error, filled pause error, silent pause error, and slip of the tongue error. As supported by, Wicaksono (2014), the most influenced factor of the students’ errors is the interference of the student’s mother tongue. The students’ speaking fluency was influenced by the grammatical structure of the Indonesian language in making a sentence in English.
CONCLUSION AND SUGGESTION

Most of tenth-grade students of SMAN 1 Tanjung Lubuk made grammatical errors in speaking descriptive text. First, it was found that students made grammatical errors in speaking descriptive text, namely omission errors, addition errors, malformation errors, and misordering errors. Based on the data, it could be described that the highest frequency of grammatical error in speaking descriptive text was the type of malformation errors, the next type was addition errors which was followed by omission type, and the lowest frequency of grammatical error was a misordering type. It could be concluded that in speaking, students still made many errors that caused them unable to speak descriptive text grammatically. Second, the researchers found that students made speech errors in speaking descriptive text, namely, repetition error, unretracted error, filled pause error, silent pause error, and slip of the tongue.

This study has recommended to teachers of English, students, and other researchers. For teachers of English, they should give more motivation why the students should learn English more and give more knowledge about the speaking strategy. Next, the teacher should teach the students how to improve their ability in speaking, especially strategies in speaking English, be aware of students’ errors and give direct feedback if they do some errors. For the students, they should motivate themselves to speak English. Students should enrich their vocabulary to improve their ability in English whether in speaking or other skill. They should be diligence to read the English texts so that they can improve their ability in speaking especially in pronunciation. Then to speak English well students have to learn about grammatical function of the text or the tenses and how to speech well to avoid speech errors. For the next researchers who want to analyze about students’ grammatical error and speech errors in speaking descriptive text, it would be better to analyze with other aspects of this research since this research was not perfect and had many weaknesses dealing with the theory, method or ideas because of the limited time of doing this research.

REFERENCES


