Error Analysis in Students English Speech of Public Speaking

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ABSTRACT

This study aimed to analyze the kind of error in English speech of public speaking, to identify the cause of error in English speech of public speaking, and to identify the impact of error in English speech of public speaking. This research conducted in public speaking class of Ushuluddin Boarding School South of Lampung. This research employed a qualitative approach and used content analysis as the method of study. A data of the research was 15 documentation record of student's English speech. To find out the error in students English speech of public speaking, the surface structure taxonomy was used for analyzing of phonology error, and the linguistic category classification and the surface structure taxonomy were used for analyzing of morphology and syntax error. The findings show; (1) the kinds of error in phonology were 156 substitution errors, 136 omission errors and 57 addition errors. Therefore the most dominant error in phonology was substitution error of vowel (102). The total of number errors in morphology and syntax were 169 errors, and the most dominant error in morphology and syntax was diction errors (50). The kinds of error in morphology and syntax were 83 misformation errors, 46 misordering errors, 33 omission errors and 7 addition errors. (2) The cause of error in phonology, morphology and syntax was intra language. Intra language is the error made by the learners in learning English. (3) There are found two impacts of errors in student's speech; 1) an error in phonology called global error. Global error is makes an utterance difficult to understand. 2) An error in morphology and syntax called local error. Local error is not influence a message of the speech.

Keywords: *Error Analysis; English Speech; kind of error; cause of error and the influence of error*

INTRODUCTION

In the process of learning a foreign language, reading and speaking are required skills.(Rianto, 2021). The importance of learning a second language is motivated by various aspects, making someone learn a second language. This second language can be a national language, an official state language, an official regional language, and also a foreign language, for example English is learned after Indonesian. English is now the most widespread language throughout the world because it is used by non-natives and native speakers (Getie, 2020).

According to Riasati (2018), English speaking skills as a foreign language can be improved through activities by implementing activities such as discussions, role plays, conversations, audio-recorded oral dialogue journals, and speeches. Speaking, namely the use of language orally, is a means of conveying messages or explaining thoughts and feelings with the formulation of words. As an important skill, Speaking is also

considered a communication process to construct meaning that involves creating, obtaining, and processing information (Abuhussein et al., 2023).

For learners of English as a foreign language, making mistakes in the learning process is a learning process and is considered normal. Translation errors are deviations that are made unintentionally and these errors cannot be corrected by the speaker himself, this is due to his ignorance. The process of learning English as a foreign language is not free from common mistakes. Students who have acquired their first language, namely Indonesian, then learn English, so English is called a second language. In the process of learning a second language, students experience difficulties in understanding it and this results in students making mistakes in the second language because the writing system, vocabulary and pronunciation of English phonemes are very different from Indonesian.

Language errors are unintentional violations of language user discipline, determined based on acceptability, whether the language (spoken or written) of the language user is acceptable or not for native speakers (native speakers) and teaching them. So if the words or sentences used by the language learner are wrong, then it is said that the language learner made a mistake. Error analysis is an approach to analyzing errors made by ESL/EFL students and facilitating Second Language (L2) Learning. They assert that error analysis not only helps facilitate L2 acquisition but also helps learners to learn the target language, as well as improving teaching pedagogy on the part of teachers to promote their teaching strategies (Khan, 2022). *Public speaking is a complex task, requiring one to analyze, plan, and produce language in a performance context* (Iberri-Shea, 2017). Public speaking is a complex teaching challenge because it requires student activity in the learning process. In the process, students are required to be active and enthusiastic to dare to convey ideas and ideas communicatively. Public speaking activities require student habit and courage. Apart from that, there are several things that must be considered when public speaking, such as: intonation, articulation, volume, body language, verbal language, topic selection and even the audience.

Choosing the right words, as well as good intonation and articulation can make it easier for the audience to understand what a public speaker is doing. Apart from that, understanding the audience can also help a public speaker to determine topics that are interesting and appropriate to the audience. Public speaking activities at the Ushuluddin Islamic boarding school are routine activities carried out twice a week. This activity aims to mentally train students to have the courage to appear in public and also train critical thinking and improve their English language skills. Another important thing that a public speaker must prepare is the text of the speech. This means that a public person must have writing skills in choosing words and constructing appropriate sentences.

After observing this activity, the researcher found several students' pronunciation errors in public speaking, thus motivating the researcher to dig deeper into the mistakes that are often made in public speaking. Likewise, when giving a speech in English, the speaker must also pay attention to the pronunciation of the phonemes that come out of his speech, the emphasis (stress) on words and sentences and intonation. Apart from

paying attention to the phonological level, someone who makes a speech in English must also pay attention to the grammatical structure because if they use words or grammar incorrectly, it will sound confused and the message will not be conveyed to the listener.

The types of speech errors that are analyzed are phonological errors, syntactic morphology. Syntactic morphological errors are explained using a taxonomy of linguistic categories (Classification of linguistic categories) and a taxonomy of surface stratagem structures (Taxonomy of surface structures). Phonological errors are explained using surface structure taxonomy. Interlingual causes of errors are errors caused by the first language, namely Indonesian, while intralingual causes are errors caused by mistakes made by learners in the development stage of acquiring a second language or English. Global impact hinders communication, meaning it prevents listeners from understanding an aspect of the message being conveyed. by the speaker. Meanwhile, local impacts are errors that can still be understood by listeners and readers.

Research conducted by (Elmiyati, 2019), to improve students' speaking skills by using debate methods in the classroom. Meanwhile, according to (Mariana et al., 2018) Students' ability to write requires a writing process, for example in narrative text material. Khan (2022) explains that mistakes in writing can be corrected with writing practice in class (Ebadi & Asakereh, 2017). Developing students' speaking skills can be done using dynamic assessments, namely class assessments through which students are helped to exceed their current abilities.

The following are several examples of previous research that are relevant to students' mistakes in making English speeches. These studies can provide deeper insight into the various mistakes students often make and the factors that influence them. "Common Mistakes Made by Indonesian EFL Students in Speaking" by Sayogie & Adbaka (2022). This research discusses the mistakes that Indonesian students often make in speaking English, including speech. Rahayu identified several main errors such as errors in pronunciation, grammar and vocabulary, as well as factors that influence students' ability to speak. This research provides an overview of how students are often hampered by limited comprehension and unable to understand grammar in speech contexts. Research Results: The most common errors include incorrect word pronunciation, errors in using tense, and errors in choosing the right vocabulary. "The Analysis of Pronunciation Errors in English Speaking by Indonesian EFL Learners" by Fadillah (2020). This research focuses on pronunciation in speaking English by EFL (English as a Foreign Language) students. Although this research does not completely focus on speech, the findings regarding pronunciation errors are very relevant because speech often involves the ability to speak clearly and accurately. Research Results: The findings show that pronunciation errors occur in certain consonants, such as the pronunciation of "th" which is often changed to /t/ or /d/, and errors in intonation that affect speech understanding. "Analysis of Indonesian Students' English Speech Errors" by Burhanuddin (2020). This research examines the mistakes made by Indonesian students in speaking English, especially in the context of

speech. This research also identified various factors that influence students' speaking abilities, such as linguistic and non-linguistic factors (eg anxiety and self-confidence). Research Results: The most frequently found errors include inappropriate sentence structures (for example using inappropriate tenses), as well as using sentences that are too complicated or unclear. Anxiety and lack of practice were also mentioned as factors affecting students' speaking fluency. "Speaking Anxiety and Its Impact on Students' English Speaking Ability" by Musetiarini (2020). This study examines the relationship between conversation and errors in English speech. This research is relevant because anxiety is often a factor that causes errors in pronunciation, grammar use, and speaking fluency. Research Results: The research results show that students' anxiety can hinder their ability to speak English, which leads to pronunciation errors, errors in sentence structure, and inappropriate use of comprehension. "Analysis of English Speech Errors Delivered by High School Students" by Prayuda et al., (2023) This research examines the errors made by high school students in English speeches, with a focus on analyzing errors in pronunciation, sentence structure, and basic usage. Research Results: This research found that the errors most frequently made were errors in pronunciation of certain words, errors in forming compound sentences, and the use of words that were inappropriate in the context of the speech.

The studies above show that students' errors in English speech are related to various aspects, including pronunciation, grammar, comprehension, speech structure, and anxiety. These factors interact with each other and influence a student's ability to deliver a speech effectively. To overcome these errors, it is important for students to practice consistently, expand understanding, and understand speech structure well. Pronunciation training, anxiety management, as well as the use of effective study strategies are also very important to correct errors in English speech.

Therefore, the aim of this research is to analyze students' mistakes in public speaking activities. The errors that will be explained include phonological, morphological and syntactic errors. After knowing the errors in public speaking that often appear, the results of this research can provide solutions and problem solving to improve students' speaking skills in English.

METHOD

This research is a qualitative descriptive research with a content analysis method . The steps in this research are 1) Recording students' English speech, 2) Student recordings are transcribed into text, 3) Phonological, morphological and syntactic errors are analyzed using surface structure taxonomy and linguistic category taxonomy, 4) Analysis of students' English speech errors are included in the analysis. work table according to surface taxonomy, causes of errors and impacts of errors, 5) Counting the number of errors made by students in English speech.

FINDINGS AND DISCUSSION

1. Error discovery based on the type of error, namely phonology, morphology and syntax.
    a. Graph of the results of the analysis of phonological errors viewed using surface structure taxonomy
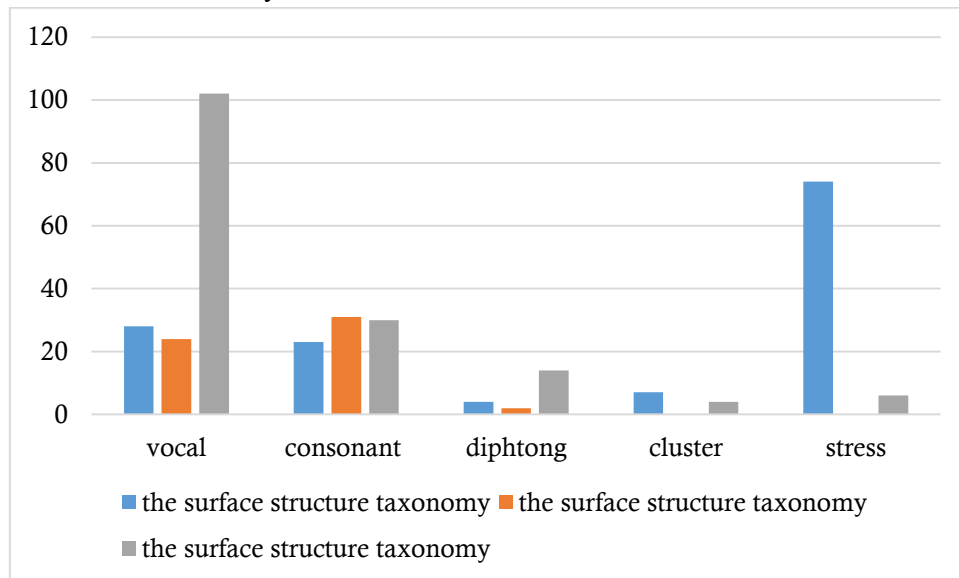

Figure 1: Surface Structure Taxonomy

From the figure results of the analysis of 1 phonological error from the 15 speeches described above, it shows that the errors most often made by students were vowel substitution errors, namely 102 errors. For example, the word Unless is pronounced with /es'pek/ which should /ik'sept/ students perform vowel replacement i→e. When the word Once is pronounced with /woch/ which should be pronounced /wʌns/, students replace the vowels ʌ→o.

2. Graphic analysis of the results of syntactic morphological errors using *linguistic category classification*
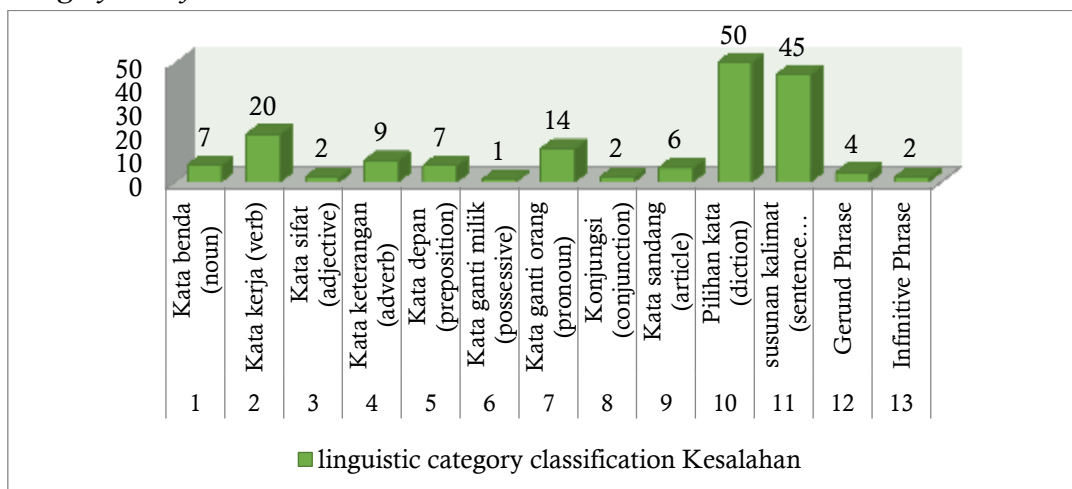

Figure 2: Linguistic Category Classification

Figure 2 shows the results of grammatical errors at the morphological and syntactic levels above, seen from the linguistic classification categories. From all data from 15 recorded English speeches, the most common errors were found in the word choice (diction) category, namely 50 errors were found.

For example in a sentence *Honesty is form from* <u>*concodante*</u> *between speak and action…* More precisely, honesty is a form of equality between words and actions. The word concodante is not found in the Longman dictionary so it has no meaning and causes the sentence to sound strange and unintelligible to the listener. This error occurs because the student does not understand or even because the student cannot choose a word to use in a sentence. the cause of this error is called intralingual, the impact of this error is also included in the global impact because it makes a sentence unintelligible to the listener.

3. Graphic analysis of the results of syntactic morphological errors explained using Surface Strategy Taxonomy (*The surface structure taxonomy*).
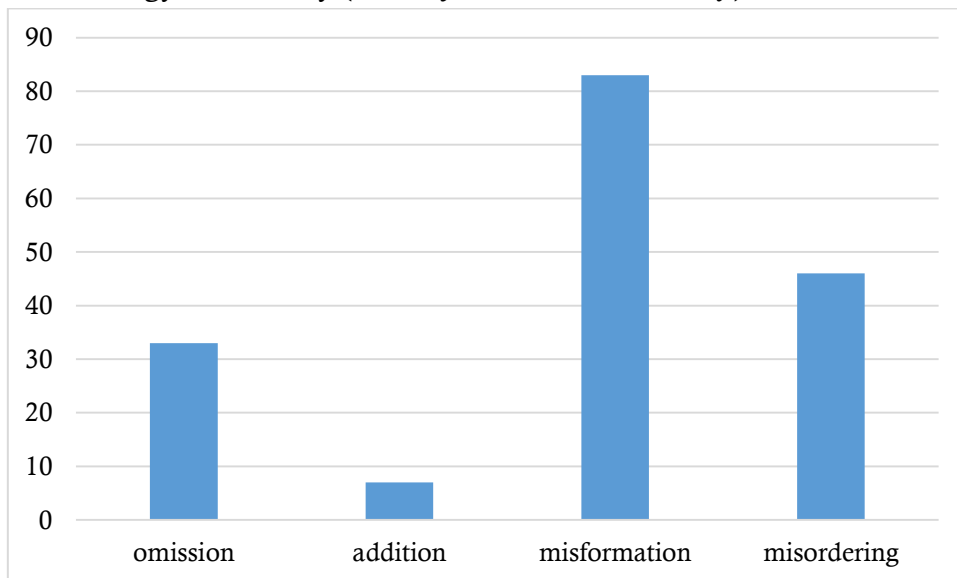

Figure 3: The Surface Structure Taxonomy

Graphic figure 3 shows that the misformation/misselection category is in the highest position because 83 errors were found. For example, in the sentence master of the They after it should be the master of the day after. In the sentence master of the day after, interpreted in Indonesian, it has the following meaning, the owner of them after that, should be the master of the day after and if interpreted in Indonesian it is the owner of the day after. The error in choosing words in the sentence is caused by intralingualism or students not paying attention and paying attention to a word in English. The impact of this error includes a global impact because it can change the meaning of a sentence.

4. Findings of errors are based on the causes of errors in the fields of phonology, syntactic morphology, which are caused by two things, namely interlanguage (interlingual) and intralingual (intralingual).
   a. Graph of the results of the analysis of phonological errors based on the reasons.
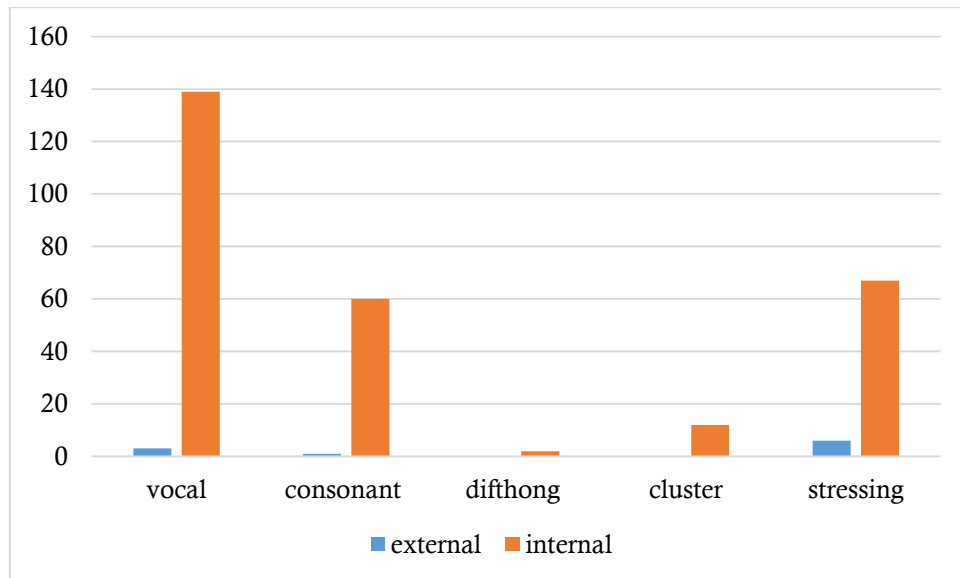
Figure 4. Analysis of Phonological Errors

From the figure above, the 4 most causes of phonological errors are caused by intralanguage. Intralingual errors are errors made by learners in learning English. This error occurs because students do not understand the phoneme sounds in English. This occurs because not all of the sounds in English can be found in Indonesian, making students experience difficulties in learning them and as a result errors occur in their pronunciation.

Of the four categories of phonological errors in terms of the cause of the error, vocal errors caused intra-language (errors caused by the target language/English) occupy the highest position because there were 139 errors found.

For example, the word Clearly is pronounced with /serli/ who received the pronunciation/justification was /'kli li/ the student made a mistake in placing the cluster consonant k→ s, diphthong replacement iə→e.

5. Graph of the results of the analysis of syntactic morphological errors based on the reasons
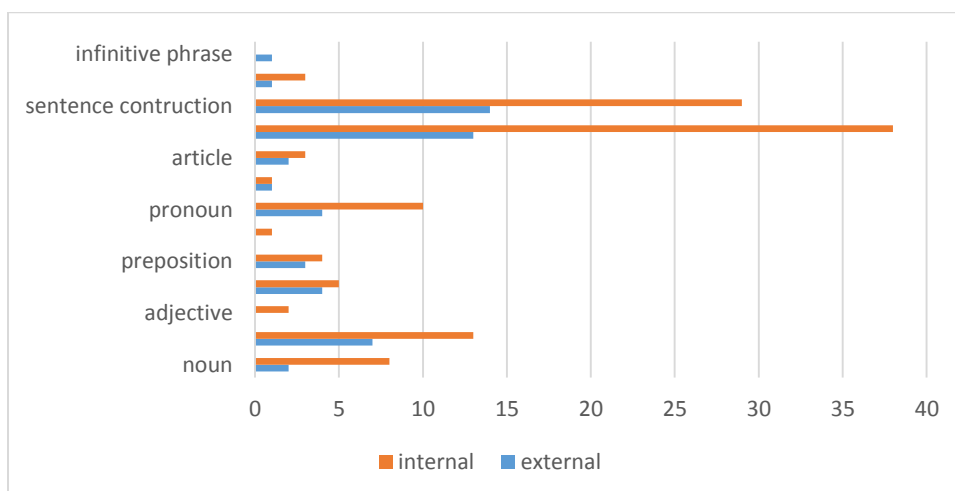

Figure 5. Syntactic Morphological Errors

The figure above of the 5 causes of morphological and syntactic errors above illustrates the causes of errors made by students, showing that the most common causes of morphological and syntactic errors are intralingual errors. Of the thirteen categories of syntactic morphology errors, the causes of errors in the diction category were mostly caused by intralanguage, namely 38 errors were found.

For example, in the sentence hypocrisy in websters, the correction is hypocrisy in website. The word websters cannot be interpreted in the Longman dictionary, meaning the word has no meaning. The cause of this error occurs because students do not understand how to choose a word in English that should be used in a sentence. This error can be minimized if students diligently read English vocabulary, idioms in English so that it can make it easier for students to make sentences.

6. Error findings are based on the impact of errors in the areas of phonology, morphology, syntax, which consist of two local impacts and global impacts.

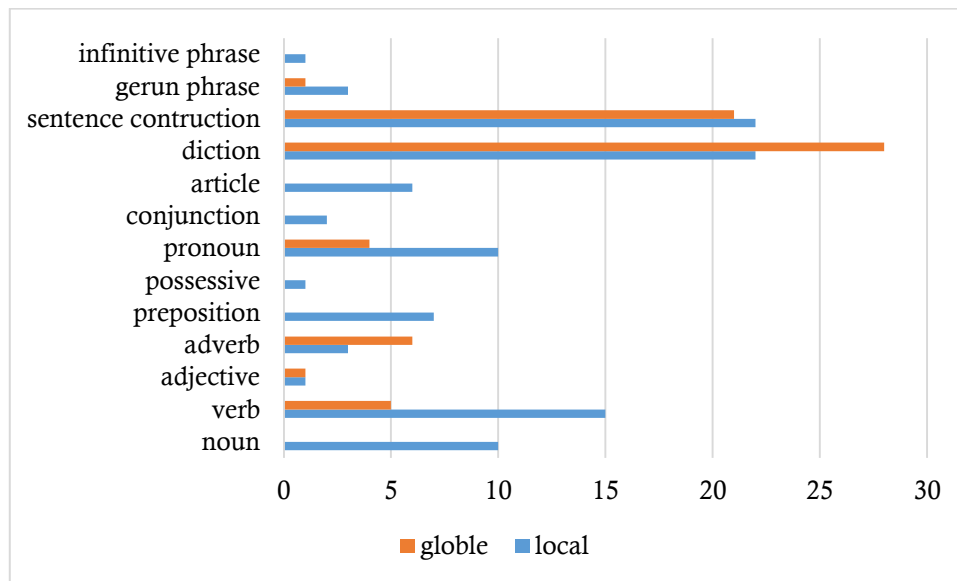a. Graph of the results of the analysis of phonological errors based on the impact of the error

Figure 6. Phonological Errors

From Figure 6, the graph of phonological errors based on the impact of the highest position errors is dominated by the impact of global errors. And the most frequently found errors were vowel errors with a total of 96. For example, the word Or is pronounced with /ar/, the justification/received pronunciation is /ə:/, students perform vowel replacement ə:→a thus changing the meaning of the word or it. The word or or /ə:/ means or, when pronounced with /ar/ or the meaning will change to *be/menjadi (tobe)*.

7. Graph of syntactic morphology error analysis results based on the impact of the Error
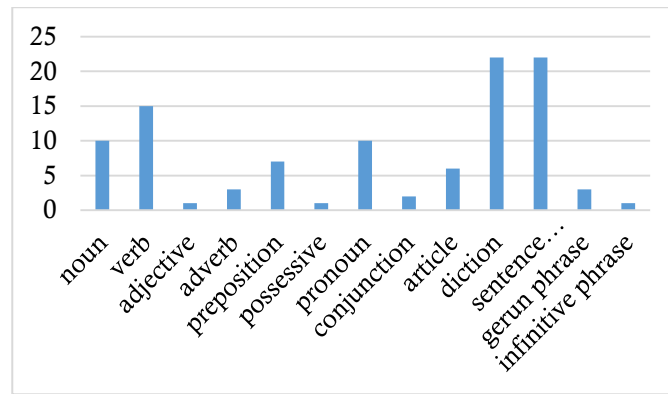
Figure 7. Syntactic Morphology Error

From the figure above, 7 syntactic morphological errors based on the impact of the errors above, the impact of local errors occupies the highest position, namely 103 errors. And the most common errors found were errors in word choice (diction) and sentence structure (sentence construction) with 22 errors.

Example of the impact of local errors on the sentence Are you know? whose justification is Did you know? This error does not change the meaning of the sentence so it can still be understood by the listener.

Error Analysis In Students English Speech Of Public Speaking

Speech in English is one form of communication skill that is important in the educational context. Many students face challenges in giving speeches in English, both at school and in competitions. Mistakes in a speech can hinder the message you want to convey and affect the effectiveness of the speech itself. The following are some common mistakes that students often make in giving English speeches:

1. Pronunciation Errors

    Wrong pronunciation of words is one of the most common mistakes made by students when giving speeches in English. This can cause confusion for listeners, especially if the words used are very important in conveying the message. Example of mistake: The pronunciation of the word "schedule" (it should be /ˈskɛdʒuːl/) is often pronounced the wrong way, like /ˈʃɛdjuːl/. Solution: Practice pronunciation regularly, by listening to recordings of English speech and paying attention to the way native speakers pronounce words.

2. (Grammar Mistakes)

    Errors in the use of grammar or sentence structure are also very often encountered. Some students sometimes use sentences that do not comply with English rules, such as errors in the use of tense, subject-verb agreement, or prepositions. Example of error: "I visited the park yesterday" (should be "I visited the park yesterday"). Solution: Understand and practice with basic grammar rules, such as proper use of tense, subject and predicate arrangement, and appropriate prepositions.

3. Vocabulary Errors

    Students often use inappropriate or inaccurate words to convey their meaning. Using the wrong language can damage the understanding of the speech

and make the listener confused. Example error: "I feel very boring" (should be "I feel very bored").

Solution: Expand understanding through reading, listening, and practicing speaking English regularly.

4. Intonation and Stress Errors

Intonasi dan tekanan dalam berpidato berperan penting untuk menekankan poin tertentu dan give the right impression. Students often don't pay attention to proper intonation, so their speech sounds flat or uninteresting. Examples of mistakes: Not emphasizing important words in a sentence or using the wrong intonation. Solution: Practice speaking by paying attention to appropriate intonation to express emotion or emphasis in speech.

5. Speech Structure Mistakes

Mistakes in speech structure are also common, such as not having a clear introduction, poorly organized content, or a weak conclusion. Speech that is not well structured can make it difficult for listeners to follow the speaker's train of thought. Examples of mistakes: Jumping back and forth between topics without clear transitions, or not providing a conclusion that sums up the main message of the speech. Solution: Create a clear speech outline, with an engaging opening, an organized speech body, and a conclusion that reinforces the main message.

6. Over-reliance on Notes or Script

Some students feel anxious and rely too much on notes or text when giving a speech. This can disrupt their interactions with the audience and reduce their self-confidence. Examples of mistakes: Reading directly from notes or text, without paying attention to eye contact with the audience or facial expressions. Solution: Practice your speech without relying entirely on text, using only the main points to help you speak more naturally and confidently.

7. Nervousness or Tension

Students often feel anxious when giving a speech, which can lead to their own nervousness, confusion, or even errors in speaking. This anxiety often affects the fluency of speech. Examples of mistakes: Pausing, speaking in a weak voice or too quickly, or using filler words like "uh" or "um." Solution: Practice speaking in front of other people, as well as relaxation techniques to reduce anxiety. Preparing your speech thoroughly also helps reduce tension.

8. Using Too Complicated Language

Some students tend to use overly complicated language or long sentences to show their mastery of English. This actually makes the message you want to convey less clear. Example of a mistake: Using very long and complicated sentences without providing enough explanation to help the listener understand the meaning. Solution: Simplify sentences and choose words that are easier to understand to ensure the message is conveyed clearly.Penutup

These mistakes are normal in the process of learning to give a speech, and every student can be corrected with continuous practice. It is important to pay attention to technical aspects such as pronunciation, grammar, vocabulary and intonation, as well

as improving your self-confidence when giving a speech. With consistent practice and constructive feedback, students can improve their oratory skills and convey messages more effectively.

CONCLUSION

Based on the explanation above, it can be concluded that in Mas'ud's perspective, Islamic education must integrate worldly knowledge with religious values to form individuals who have a balance between moral, spiritual and intellectual aspects. The concept of inclusive and democratic education is an important part of his thinking, where education must be accessible to all levels of society regardless of social or economic status. Apart from that, according to Mas'ud, Islamic education focuses on building character, independence and ethics based on Islamic teachings, and is able to equip individuals to face the challenges of the world and the hereafter. This article also explores the relevance of Abdurahman Mas'ud's thoughts in the context of Islamic education in Indonesia today.

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