

**TEACHER'S STRATEGIES IN OVERCOMING STUDENT'S SPEECH  
ERRORS AT THE 10<sup>th</sup> GRADE IN SMAN 3 SRAGEN**



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**by**

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**TEACHER'S STRATEGIES IN OVERCOMING STUDENT'S SPEECH ERRORS AT  
THE 10<sup>th</sup> GRADE IN SMAN 3 SRAGEN**

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A handwritten signature in black ink, appearing to read 'Djoko Srijono', with a horizontal line underneath.

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ACCEPTANCE

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## TEACHER'S STRATEGIES IN OVERCOMING STUDENT'S SPEECH ERRORS AT THE 10<sup>th</sup> GRADE IN SMAN 3 SRAGEN

### Abstrak

*Penelitian ini bertujuan untuk menjelaskan strategi guru dalam mengatasi kesalahan ujaran siswa di kelas 10 di SMAN 3 Sragen, tujuan dari penelitian ini adalah: 1) mendeskripsikan strategi guru dalam mengatasi kesalahan ujaran siswa di kelas 10 di SMAN 3 Sragen, 2) untuk menggambarkan masalah yang dihadapi siswa dalam kesalahan ujaran berbicara di kelas 10 di SMAN 3 Sragen. Jenis penelitian ini adalah penelitian deskriptif kualitatif. Sumber data penelitian ini adalah dari observasi di kelas dan dokumen lainnya. Metode pengumpulan data dalam penelitian ini adalah wawancara, pencatatan, dan membuat kesimpulan. Peneliti menemukan bahwa penelitian yang dilakukan strategi guru dalam mengatasi kesalahan ujaran memiliki jenis kesalahan ujaran, kesalahan ujaran diturunkan menjadi dua jenis, yaitu Ketidakmampuan dan Slips Lidah. Ketidakmampuan dikelompokkan menjadi 5 jenis; Mereka adalah: (1) Pengulangan (Rpt), (2) False Starts (FS), (3) Jeda (P), (4) Koreksi (Cr), (5) gagap (St). Peneliti menemukan bahwa ada 3 kali siswa dalam pengulangan, pada awal yang salah, siswa menemukan 2 kata dalam teks, siswa tersebut membuat 8 kali dalam diam dan 2 jeda dalam jeda yang terisi, dalam koreksi yang dilakukan siswa sebanyak 5 kali, dan terakhir siswa membuat 2 kali di gagap. Dalam slip lidah, peneliti menemukan bahwa siswa tidak mengalami kesulitan dalam menerima kata-kata tentang bahasa Inggris yang diberikan oleh guru. Peneliti harus menjelaskan apa strategi untuk mengatasi kesalahan siswa dalam berbicara. Para siswa menggunakan kamus untuk menemukan pengucapan kata-kata yang benar dalam teks, saat mereka bekerja dalam kelompok. Sebelum siswa berkonsultasi dengan kamus, guru memberikan penjelasan tentang suara simbol, dan memberi contoh. Guru juga memberikan penjelasan tentang praktik mengucapkan ungkapan kepada para siswa. Guru memberikan audio lingual untuk proses belajar bahasa Inggris terutama dalam kemampuan berbicara.*

***Kata kunci : pembelajaran, kesalahan pengucapan, gramatikal***

### Abstract

This research aimed at explaining the teacher's strategies in overcoming student's speech errors at the 10<sup>th</sup> grade in SMAN 3 Sragen, the objectives of the study are: 1) to describe the teacher's strategies in overcoming student's speech errors at the 10<sup>th</sup> grade in SMAN 3 Sragen, 2) to describe the problems faced by the student's in learning speech errors at the 10<sup>th</sup> grade in SMAN 3 Sragen.

The type of this research is descriptive qualitative research. The data sources of this study are from the observation at the class and document. The method of collecting data in this study is interviewing, and recording. The research findings showed that the teacher's strategies in overcoming speech errors has types. The speech errors are derived into two types, i.e. Non-fluency and Slips of the Tongue. Non-fluency is classified into 5 types; they are: (1) Repetitions (Rpt), (2) False Starts (FS), (3) Pauses (P), (4) Corrections (Cr), (5) stutters (St).

The researcher found that there are 3 times the students have in repetitions, in false starts the students found 2 words in the text, the student

made 8 times in silent pauses also 2 times in filled pauses, in corrections the students made 5 times, and the last the students made 2 times in stutters. In the slips of tongue, the researcher found that students do not have difficulty in receiving words about the English given by the teacher. The researcher had to explain what the strategies to overcome students in errors speaking. The students use the dictionary to find the correct pronunciation of words in the text, when they work in groups. Before the students consult the dictionary, the teacher give the explanation about the sounds of symbols, and give the example. The teacher also give the explanation about the pronunciation practice to the students. The teacher give the audio lingual for the learning process of English especially in speaking skill.

**Keyword:** learning, speech errors, grammar

## 1. INTRODUCTION

In SMAN 3 Sragen, there are the problems of speech errors in learning English that must be overcome. The researcher will try to find problems in class X as the subject of the research. The researcher tries to observe the class when the teacher teaches and makes the interview to students. Usually, the problems of speech errors in any school because students are not mastering the materials of speech errors. The students focus in learning materials and they do not know about the infrequently concern about speech errors. In this problem the teachers try to make the students understand about speech errors. The researcher gets to interview about speech errors after the observation. In this school, the phenomena of common speech errors happen because students are not mastering much vocabulary related to the material. whereas to understand the English text well the student have to have well vocabulary. If they get the difficult vocabulary, they have to find it on the dictionary. If they get a lot of exercise in their vocabulary, they will be easy to master vocabulary overall and it will be easier for them to overcome the speaking. The next phenomenon is grammar. The students must learn the grammar overall and they must keep trying to study grammar.

The students often have error pronunciation in learning English, therefore, students are expected to practice more in pronouncing vocabulary correctly through practice by singing in English or imitating the the English language recording. Before the student use the English textbook, the students should master the vocabulary and also the way to pronounce the words related to the material on the book. If the students can master and pronounce the words well, they will be easier to understand the means of the book.

Some people with speech problems, particularly articulation disorders, may also have hearing problems. Even mild hearing loss can affect how people reproduce the sounds they hear. Certain birth defects, such as a cleft palate, can interfere with someone's ability to produce speech. People with a cleft palate have a hole in the roof of the mouth (which affects the movement of air through the oral and nasal passages), and also might have problems with other structures needed for speech, including the lips, teeth, and jaw. Some speech problems, like stuttering, can run in families. But in some cases, no one knows exactly what causes a person to have speech problems.

## **2. METHOD**

The researcher uses a qualitative research. The researcher focuses to observe and analyze the teacher's strategies in overcoming students speech errors at the 10<sup>th</sup> grade in SMA 3 Sragen. The first step of conducting the research is determining the type of the study. The second is determining the object of the study. The third is determining subject of the study. The fourth is determining data and data sources. The fifth is determining method of collecting data. The seventh is termining of technique for analyzing data. The last is determining the credibility of data. The object of the study of the researcher focuses on the teacher's strategies in overcoming student's speech errors at the 10<sup>th</sup> grade in SMAN 3 Sragen.

## **3. RESEARCH FINDING AND DISCUSSION**

Speech errors are unintentional departures from what speakers meant to say. Speakers sometimes produce utterances which are not appropriate with what they have planned in mind before. According to Aitchison (1998: 240) the errors we shall be dealing with are slips of the tongue and the speech of dysphasics (people with some more serious typesof speech disturbance). From the research the researcher explaining the objectives of the study there are: The Type of student's Speech Errors at the 10<sup>th</sup> Grade in SMAN 3 Sragen.

### **3.1 Type of Speech Error**

The researcher found many data of speech errors in various types. Related to the data of speech errors there are two types of speech errors; Non-fluency and Slips of the Tongue. Based on Clark and Clark (1977: 264) Non-fluency is classified into 5 types; they are: (1) Repetitions (Rpt), (2) False Starts (FS), (3) Pauses (P), (4) Corrections (Cr), (5) stutters (St). The explanation is begun with

the type of Repetitions (Rpt) of teacher's strategies in overcoming speech errors at the 10<sup>th</sup> grade in SMAN 3 Sragen.

### **3.1.1 Repetitions (Rpt)**

In repetition errors a speaker repeats one or more words in a row. In repetitions the speakers as the students repeat one or more words in a row. There are some mistakes in their pronunciation in the class 10 B. The teacher gives the pronunciation practice to the students in reading the pronunciation practice and repeat one of several words given by the teacher.

### **3.1.2 False Starts**

According to Clark and Clark (1977: 264), most of the words correct in the false starts are content words: noun, adjectives, verbs, and adverbs. When the students make the mistake about the words in noun, adjective, verbs and adverbs they can search with dictionary to find content words. The example of overcoming the content words is the teacher used the a textbook. In this book the teacher chose the text to find the content words. The title of the text is "Tanjung Puting National Park" the teacher asked the student to read and find the content words in this text. They can consult the dictionary and media such as smartphone. With smartphone the student easily find the difficult content words.

### **3.1.3 Pauses**

Pauses refer to the situation where a speaker cannot speak fluently and must stop for a moment in delivering the idea. It happens when the speakers speak naturally especially when the students must pronounce several words correctly. For example the teacher gave English text material, and the student read the text in front of the class loudly.

According to Clark and Clark (1977: 267) , there are two possible places where a speaker makes pause which are considered as speech errors, i.e. at grammatical juncture (more than 1.03 second) and phonemic clause (more than 1.03 second). In the learning process, the teacher asked one of the students to read that text loudly, and other the students should listening carefully.



There are some fillers employed by speakers, such as *uh, um, well, hmm, okay, y'know/you know, and heh*. Usually when a person talks to other people accidentally says an utterance he does not realize. For the example is the dialogue between the teacher and the student during the English lesson in grade 10 B. The teacher asked one of the students to read the text in front of the class.

### **3.2 Corrections**

During teaching and learning process, the teacher asked the students to read English text, and the students usually find difficulties in pronunciation. They cannot pronounce the words correctly. When they made the mistakes in speaking English, they tried to correct the mistakes by consulting the dictionary or the internet in correction their mistakes. It happens when one of the students try to find the mistakes in English text with the title of *Tanjung Puting National Park*, the teacher performed looking at the errors that students do when reading the English text.

### **3.3 Stutters**

Stutter is a speech disorder in which the flow of speech is disturbed by indications of repetition and lengthening of sound, the chaotic pronunciation of words or sentence sequences. In syllables, or phrases; as well as the unrealized pause or obstacle leading to the failure of sound production. Stuttering usually begins in childhood when child is developing language skills. From where the children have difficulty in speaking correctly when they say a word in English. So here teachers as educators are required to provide direction to students in addressing the problem in speaking English, especially in speech errors. From the previous dialogue the teacher asked the students to repeat what the native speaker says using the tape audio. The students begin to repeat the native speaker matched the pronunciation practice and native speaker on the text.

### **3.4 Slips of the Tongue**

The last type of speech errors is slips of the tongue. This term is given to people who experience tongue sprains when saying both Indonesian and foreign languages. Actually, slips of tongue itself is often found in childhood, the students have difficulty in finding the real words when saying the English words.

It is not encountered at the time of learning English in class 10 B. When teachers teach, students do not have difficulty in receiving words about the

English given by the teacher. The students already know the word they should say with the real word.

### **3.4.1 The strategies used by the teacher's in overcoming Speech Errors at the 10<sup>th</sup> Grade in SMAN 3 Sragen.**

The researcher had to explanation what the strategies to overcome students in errors speaking. The teacher apply the strategies See and Say, according to Bailey and Savage, (1994: 124-125). See and say strategic steps that can be used in the following ways are: Representatives in each group tell the story in front of the class and teachers and students discuss stories that are heard and discuss the language used in telling a story.

The teacher give the text and ask to the students to find the difficult of words that not understand. The teacher give the text and by representative in each group. The students begin to discuss in their groups and find the difficult of words in the text. The students use the dictionary to find the correct pronunciation of words in the text, when they work in groups. Before the students consult the dictionary, the teacher give the explanation about the sounds of symbols, and give the example.

The teacher apply the strategies In learning process of speaking English with Learning AUDIO-LINGUAL method. The teacher using the audio lingual with native speaker model, the teacher give the pronunciation practice to the students. in pronunciation practice there are how to read those words correctly.

<b>destination</b>	: [ ,desti'neɪʃ ə n ]
<b>peninsula</b>	: [ pɪ'ni nsjələ ]
<b>unlike</b>	: [ Δn'laɪk ]
<b>snout</b>	: [ snaʊt ]
<b>enormous</b>	: [ ɪ'nɔ:məs ]
<b>establish</b>	: [ ɪ'stæblɪʃ ]
<b>heart</b>	: [ hɑ: rt ]
<b>impressive</b>	: [ ɪm'presɪv ]
<b>ex-captive</b>	: [ eks 'kæptɪv ]
<b>preservation</b>	: [ ,prezə'veɪʃ ə n ]
<b>amazing</b>	: [ ə'meɪzɪŋ ]

When the teacher give the pronunciation practice to the students, the teacher using the audio lingual as a tool in learning process of speaking skill. Then the students begin to imitate and repeat the native speaker on the audio lingual. Besides, the teacher also give the explanation about the pronounciaton practice to the students. usually the teacher give the audio lingual for the learning process of English especially in speaking skill.

#### 4. CONCLUSION

The type of teacher's strategies in overcoming student's speech errors at the 10<sup>th</sup> grade in SMAN 3 Sragen, are: Non-fluency and Slips of the Tongue. Non-fluency is divided into 5 categories including: repetition (Rpt), false starts (FS), Pauses (P), Correction (Cr), and Stutters (St). In slip of the tongue, it is not encountered at the time of learning English in class 10 B. When teachers teach, students do not have difficulty in receiving English words given by the teacher.

The teacher give the text and ask to the students to find the difficult of words that not understand. The teacher give the text and by representative in each group. The students begin to discuss in their groups and find the difficult of words in the text. The students use the dictionary to find the correct pronunciation of words in the text, when they work in groups. Before the students consult the dictionary, the teacher give the explanation about the sounds of symbols, and give the example. The teacher also give the explanation about the pronounciaton practice to the students. The teacher give the audio lingual for the learning process of English especially in speaking skill.

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