

Students' Error Spoken Language Production Through Monitor Theory

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Abstract

The objective of this research to identify how students' spoken language production through monitor theory. The design of this research is descriptive method. The population of this research are all students fourth semester of English Study program of UMB. The sample of this research is 25%, there are thirtytwo students. In collecting the data, the research used picture taken from writing English Language Test book and also used camera, and video to get the data of students' spoken production through monitor theory as the instrument. This research found that the fourth semester students of English Study program at Muhammadiyah University of Bengkulu made errors in spoken language production. There were positive hesitant, mute and the students didn't speak fluently also in Under user seem to be immune to error correction, and do not perform well on grammar. The under user typically judges grammaticality by feel. There were few hesitant, few mute and the students spoke fluently.

Keywords: Error, spoken, language production, monitor theory

How to cite: Valentika, R. 2022. Students' Error Spoken Language Production Through Monitor Theory. *EJIP: Educational Journal of Innovation and Publication*, 1 (1): 36-44, DOI:XX.XXXXX/XXXXXXXXXX-X-XX



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INTRODUCTION

In Indonesia, English is sometimes called as a foreign language and sometimes is known as a second language. According to Ellis (Ellis, 1997) stated second language acquisition is a systematic study of how people acquire a second language. Then, as a second language, English is known when it used by people in communicating beyond their local language (Ellis, 1997). And English as foreign language, on the other hand when it is viewed English as language from other language. Regardless as a second language or foreign language English is very important to us. English is an international language that is almost used by people as medium of communication. English has to be a principal subject in school from elementary to university. In order to face mastery of English, various way to acquire and learn the language have been applied. So, the students can acquire and learn language in the classroom or outside classroom and second language acquisition is how the learner will acquire other language other than mother tongue. Second language acquisition occurs happen in the class room but also through communication with other people in the class.

In acquiring the second language, according to Johnson (2008) describes the five most interesting characteristics of acquirers and their output as follows: (1) interesting characteristic 1, according to Dulay and Burt, is that their subject engaged in a creative construction process; (2) interesting characteristic 2 is that acquirers language appears in a fixed natural order. Krashen (1981) among others calls this the natural order hypothesis; (3) interesting characteristic 3, Acquirers go through a silent period. This mean that quite a considerable period of time may pass between the acquirer first being exposed to a new language and his beginning to produce it; (4) interesting characteristic 4, affect is important. Affect is of course relevant to language learning as well as acquisition, but it is the acquisition affect relationship that is particularly sensitive. Krashen (1981) captures the relationship in a vivid way when he notes that, if you want to predict how well someone will acquire a language, find out about their attitudes, and (5) interesting characteristic 5, learner language is simplified language. In all speech communities in the world, special ways of communicating have developed for use with groups of people who, for one reason or another are likely to have problems with the normal language. These groups include children, foreigners, the mentally handicapped and the deaf. These modes of communication are called simplified codes.

Because of second language has the importance and advantages of learning a second language is continuing to increase day by day. When one absorbs another culture by learning a second language, apart from appreciating other people and their cultures, it also enables us to comprehend what role language plays in shaping our thought patterns. Often, other languages have better methods of expressing ideas, concepts, or thoughts. Learning a second language, therefore, can not only challenge your mind, but also enrich your soul, so to speak. Apart from being able to converse with different people in their own language, it can also teach you understanding, tolerance, and patience.

To some circumstances, the product of learning depends on the product of teaching. So, if the product is good, it will result a good learning product. There are two kinds of language productions, which measure the students' proficiency in language. One of them is spoken language production. Brown and Yule (1983) say that spoken language production means learning to talk in the foreign language. The production of spoken means, each speaker needs to speak. He or she need to speak individually. Production is the thing that have been produced in certain quantity. The language that he or she produces respect to pronunciation or the grammar or both. So, in this case spoken language production is the ability to talk in the foreign language that produces utterances to express idea, thoughts, or feelings by the speaker.

Spoken production as one of the results of learning and acquiring a second language, it should master in speaking ability. In the production of speech, however, each speaker needs to speak. He needs to speaks individually and ideally, he needs someone to listen to him speaking and to respond to him (Brown & Yule, 1983).

Speaking at English Study Program of Muhammadiyah University of Bengkulu contains of four speaking subjects, there are Speaking I, II, III, and IV. On these skills should be taken by the students at first until fourth semester. According to FKIP Academic Guidebook 2003, there are some purposes of teaching speaking at English Study Program of UMB: Speaking I is to develop the students' ability to improve their speaking skills in using English every day. Such as to think, to react, and to explain. Speaking II is to develop the students' ability to speak English at the after intermediate level. Such as the students use some expression in front of class; giving opinion, accepting and offering something. Speaking III is to develop students' ability to speak English at the pre advance level. Such as factual reporting, news reporting, storytelling interview etc. Speaking IV is to develop students' ability to speak English at the advance level. Such as express

themselves freely in seminar, panel discussion, public speaking, interviewing, reporting and debate.

Based on the researcher's informal observation, the students have studied speaking I, speaking II, and speaking III still made errors in speaking IV in English study program of faculty of teacher training and education of Muhammadiyah University of Bengkulu. The errors of speaking can be used by using error grammatical or trouble in fluency in second language acquisition. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the monitor or the editor and defines the influence of the letter on the former. So, the monitoring function is the practical result of the learned grammar and the monitor acts in a planning, editing and correcting function.

Considering the explanation, the researcher is interested to Analyze of Students' Spoken Language Production Through Monitor Theory by the fourth semester students of English study program of FKIP-UMB.

METHODS

In this research, the researcher used descriptive method to describe systematically a situation of area of interest factually and accurately. Related the theory, The researcher would describe about students' spoken language through monitor theory. The subject of this research are fourth semester students of English study program in the Faculty of Teacher Training and Education in Muhammadiyah University of Bengkulu in Academic Year 2013. Arikunto (2021) states if the subject is more than 100, the sample can be 10- 15 % or 20- 25%, Because simple random sampling is one in which each and every member of the population has an equal and independent chance of being selected. The instruments of this research were by using picture taken from writing English Language Test book, because a picture of scene or incident can be used for examining the total oral skills. The researcher used picture to help the students in producing the language. According to Mora (1988) picture can be used give students of English as the foreign language an opportunity to practice the the language in real contexts or in situations in which they can use it to community. So, it could be a story. In using the picture, the researcher used narration or description. In collecting the data, the researcher was assisted by a partner to make sure the validity of data collected. Beside that the researcher used video recording to get the data.

FINDING AND DISCUSSIONS

Table 1. The distribution and intensity of students' errors based on Bilingual Syntax Measures

Students' Error	1	2	3	4	5	6	7	8	9	10	11	I
V+ING	0	2	1	0	1	1	1	0	2	1	2	11
Plural	0	0	0	0	0	0	0	1	1	1	0	3
Copula	0	0	0	0	0	0	0	1	1	2	1	5
Auxiliary	2	2	2	1	1	1	1	2	1	2	1	25
Article	0	0	1	0	0	0	0	0	1	1	1	4
Irregular Past (V2)	2	7	7	3	5	7	5	8	2	3	4	53
Regular	0	1	1	0	0	1	1	0	1	1	0	6
Past(V+ed)	0	0	0	0	0	1	0	1	0	0	1	3
3rd Singular	0	0	1	0	0	0	2	2	1	2	0	7
Possessive	4	1	1	4	7	1	1	15	10	13	10	117
		3	3			1	0					

Table 2. The distribution and intensity of students' errors based on Bilingual Syntax Measures

Students' Error	1	1	1	1	1	1	1	19	20	21	22	I
	2	3	4	5	6	7	8					
V+ING	1	1	2	0	1	1	0	1	1	2	2	12
Plural	0	1	0	0	0	1	1	0	1	0	0	4
Copula	0	0	0	0	0	0	0	0	0	0	0	0
Auxiliary	2	2	3	1	2	1	0	1	2	1	1	16
Article	1	0	0	0	0	0	0	0	0	0	0	1
Irregular Past (V2)	1	2	1	5	4	2	3	1	1	2	2	24
Regular	1	0	1	0	0	0	0	0	1	1	1	5
Past(V+ed)	0	0	0	0	0	1	3	1	0	0	1	6
3rd Singular	1	1	0	2	0	0	0	0	0	0	0	4
Possessive	7	7	7	8	7	6	7	4	6	6	7	72

Table 3. The distribution and intensity of students' errors based on Bilingual Syntax Measures

Students' Error	2	2	2	2	2	2	2	3	3	3	I	Total
	3	4	5	6	7	8	9	0	1	2		%
V+ING	0	0	1	0	0	0	1	1	0	2	5	9.5
Plural	2	0	0	0	0	0	0	0	0	0	2	3.0
Copula	2	1	2	1	0	0	0	0	1	2	9	4.8
Auxiliary												
Article	2	0	0	0	1	1	3	1	1	2	11	17.7
	0	0	0	0	0	0	0	0	0	0	0	1.7
Irregular Past (V2)	6	6	7	7	1	7	4	5	6	5	67	49
					4							
Regular	1	1	0	1		1	0	0	1	0	6	5.8
Past(V+ed)	0	1	0	0	1	0	0	0	0	0	1	3.4
3rd Singular	0	1	0	1	0	0	0	0	0	1	4	5.1
Possessive					1							
	1	1	1	1	1	9	8	7	9	1	105	100
	3	0	0	0	7					2		

The first column of table 1, 2, and 3 shows of error based on Bilingual Syntax Measure (BSM). The top part of the table shows the number of students taken as the sample, which were arrange from 1-32.

The number of symbol indicates the sum of errors made by each error, whereas the zero (0) symbol indicates that there was not error. I refers to intensity of the total frequency errors made by the students based on the Bilingual Syntax Measure.

Table 4. The Number of Errors Produced by the Students

Number of students	Total of Errors	Average
32 students	294 errors	9.18 errors

From thirty two students there were 294 errors that they produced. It means that the average of errors produced by each student was 9.18 errors. For example:

I want to tell about some pictures, and the picture this is tell about how Mr Hartono first meet his wife and I want to tell not picture by picture but I want to tell about I think all and the picture number one, one day the tragedy someone go to motorcycle and is very fast and get bag the woman. The woman is scream because the bag is lose and Mr Hartono listen that and Mr Hartono fight for robber and he is win and get back the bag the woman and the woman cleaning the face mr hartono because the face mr hartono full for blood and i think the time Mr hartono and she is falling in love and the last time Mr Hartono get married for woman.

In the example above, there were errors produced by the students which consists of 5 copula be, 11 irregular past (V2), 4 possessive, 1 auxiliary, 1 V+ing, 1 plural, 1 3rd singular. It found that the students were not aware about the sentences that they produced. They produced the language without looking from the sentence. They were not aware the sentences that they should

produced in past from, because it told about something in the past. So, the correct form for this sentence:

I want to tell about some pictures, and the picture this is tell about how Mr Hartono first met his wife and I don't want to tell picture by picture but I want to tell about I think all and the picture number one, one day the tragedy someone went to motorcycle and was very fast and got a woman's bag. The woman screamed because the bag lost and Mr Hartono listened that and Mr Hartono fought for robbers and he won and got back the woman's bag and the woman cleaned Mr hartono's face because Mr hartono's face full for blood and i think the time Mr hartono and her fell in love and the last time Mr Hartono got married for woman.

After analysing errors that students made, so it could be grouped into 3 (Three) of individual variation in monitor use.

Table 5. Individual Variation in Monitor Use

Students	Spoken Style	Uses Conscious Rule	Personality Type	Monitor user
1	+ Hesistant	Yes(4 errors)	Self Conscious	Over user
2	- Hesistant	No (13 errors)	Out going	Under user
3	+Hesistant	No (13 errors)	Out going	Under user
4	- Hesistant	Yes(4 errors)	-	Optimal User
5	- Hesistant	Yes(7 errors)	-	Optimal User
6	+Hesistant	No (11 errors)	Out going	Under user
7	+Hesistant	No (10 errors)	Out going	Under user
8	- Hesistant	No (15 errors)	Out going	Under user
9	-Hesistant	No (10 errors)	Out going	Under user
10	-Hesistant	No(13 errors)	Out going	Under user
11	+Hesistant	No (10 errors)	Out going	Under user
12	+Hesistant	Yes (7 errors)	Self Conscious	Over user
13	+Hesistant	Yes (7 errors)	Self Conscious	Over user
14	+Hesistant	Yes (7 errors)	Self Conscious	Over user
15	+Hesistant	Yes (8 errors)	Self Conscious	Over user
16	+Hesistant	Yes (7 errors)	Self Conscious	Over user
17	-Hesistant	Yes (6 errors)	-	Optimal User
18	+Hesistant	Yes (7 errors)	Self Conscious	Over user
19	-Hesistant	Yes (4 errors)	-	Optimal User
20	+Hesistant	Yes (4 errors)	Self Conscious	Over user
21	+Hesistant	Yes (6 errors)	Self Conscious	Over user
22	+Hesistant	Yes (7 errors)	Self Conscious	Over user
23	-Hesistant	No (13 errors)	Out Going	Under user
24	-Hesistant	No (10 errors)	Out Going	Under user
25	-Hesistant	No (10 errors)	Out Going	Under user
26	-Hesistant	No (10 errors)	Out Going	Under user
27	+Hesistant	No (17errors)	Out Going	Under user
28	+Hesistant	Yes (9 errors)	Self Conscious	Over user
29	-Hesistant	Yes (8 errors)	-	Optimal user
30	+Hesistant	Yes (7 errors)	Self Conscious	Over user
31	-Hesistant	Yes (9 errors)	Out Going	Under user
32	+Hesistant	No (12 errors)	Out Going	Under user

From table 4, it could see 3 (Three) group of individual variation in monitor use with percentaged :

Optimal User	= $5/32 \times 100 \% = 15.6 \%$
Over User	= $12/32 \times 100\% = 37.5 \%$
Under User	= $15/32 \times 100 \% = 46.9 \%$

Discussion

After analysing the students language production one by one, the researcher found that the students made several errors in spoken language production. In this research, the researcher grouped the students into 3 (Three) of individual variation in monitor use, such as;

Optimal User

Here, students as optimal user 15.6 %. The students often process the language based on his/her conscious rule. Minus in hesitant and error grammatical. Example :

For the first picture one day there were two robbers on the road beside the car and then at the right trotoar there was a girl that holding the bag and brought something and suddenly the robber took the bag which was holding on her hand and shes scream out to get help from the people and then driver of the car saw the robbers and try to help the girls and run to the robbers and then driver of the car knock out the robber and then he got the bag and the robber run away from that place after that, a driver of the car met the girls and give the bag for her and next picture she saw the driver of the car was injure she is very care of him and i think they were falling in love after that event and they had relationship until their marriege.

In example above the student produced 4 errors in grammatical and also minus in hesitant. The students used his/her conscious rule when produced the language as the monitor.in here the student also spoke fluently, there were not hesitant and mute.

Over User

Here, students as over user 37.5 %. Over users are performers who feel they must know the rule for everything and do not entirely trust their feel for grammaticality in the second language. There were + hesitant, mute and the students didn't speak fluently. Example:

I Will explain about...aaa.. describing about...aaaa My name is agnes Minarti, i'm from c class. In this picture i will describe.. the tittle tell about Mr hartono first met his wife. In the road, there is a car aaaaa is... driver a car is Mr. Hartono and there are man drive motorcycle behind the car, suddenly motorcycle in front of..in front of a car,aaa there is a woman near trotoar actually man are a robbers. They took out her bag and then aaaaa and then they pass away. Mr. Hartono took aa knock out two aaa robber aaa and then Mr Hatono a get aaa the woman's bags then Mr. Hartono aa gave aaa gave emm her bag and aaa and aa she is a look her look his face full of a blood full of a blood and she a felt a symphaty for the Mr. Hartono.and aa In this picture aaa one of them aa felt aa love each other and i think they they aa make a relationship and the end aa they they got married they, got married.

The Monitor over user refers to his/her conscious grammar all the time when using his/her second language. This may be due to an over concern with correctness. In example above the , the students didn't speak fluently, there were + hesitant,+ mute like eeeemmmmm, aaaaa and there repetition such as they they got married they, got married but the student few errors in grammatical such as errors in copula be, and irregular past (V2).

Under User

Here, students as under user 46.9 %. Under users seem to be immune to error correction, and do not perform well on "grammar". They may acquire a great deal of the target language,

however, and often use quite complex constructions. There were few hesitant, few mute and the students spoke fluently. Example:

I want to describe to you about how mr Hartono first met his wife. there are 9 picture . i wanna describe to you one by one of them. For the first picture there are two person two young man two person drive by bcycle but we don't excatly where is the person drive the bcycle but from the attitude from the manner we can see we can anlyze he there are robber near from them there is a gril and in front of the girl that the car suddenly the robber attack the girl bag but in front of the girl there is a car and the driver after see the accident the driver have intuiise want to help the girl and after that the robber go away but the heroes i think the heroes try to follow the robber and after that the heroes out from his car and the heroes knock out the robber and after that the heroes to be a winner and after that the rubber get away after he take a bag the girls bag again the heroes meet the girl want to give the girl's bag and after that the girl interest and she very care with the heroes, the girl see the face of the heroes full with blood and from the nose heroes we can see the blood fully and the girl try to clean the blood of the heroes and i think after the accident the girl have interest have something between and the both of them have the relationship and beacuse and after that after the accident they have relationship and finally the both of them got married thank you.

The Monitor under user does not seem to use the conscious grammar at all. The under user typically judges grammaticality "by feel", that is, he/ she uses his subconsciously acquired system, rather than a conscious grammar. In example above, the students spoke fluently, there were few hesitant, few mute but the student errors in grammatical such as there were 5 errors in copula be, and 9 errors in irregular past (V2), 6 errors in plural, 8 errors in V1+es used in past, and 3 errors in possessive.

CONCLUSION

This research found that the fourth semester students of English Study program at Muhamnadiyah University of Bengkulu made errors in spoken language production. This research found that there were 3 group (Three) of individual variation in monitor use, Optimal User 15.6 %, Over User 37.5 %, Under User 46.9 % which in optimal user the students often process the language based on his / her conscious rule, minus in hesitant and error grammatical, and in Over user students who feel they must know the rule for everything and do not entirely trust their feel for grammaticality in the second language. There were + hesitant, mute and the students didn't speak fluently. Also, in Under user seem to be immune to error correction, and do not perform well on grammar. The under user typically judges grammaticality by feel. There were few hesitant, few mute and the students spoke fluently.

ACKNOWLEDGMENTS

Thanks to the Rector of Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Rector of Universitas Muhammadiyah Bengkulu, students and friends for the good cooperation in carrying out this research project.

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EJIP: Educational Journal of Innovation and Publication
Volume 1 (1) 2022
E-ISSN: 2829-6443
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