



## IDENTIFYING COMMON ERRORS IN SPEAKING ENGLISH AMONG FOURTH-SEMESTER STUDENTS OF IGM UNIVERSITY

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### Abstract

English speaking skills English teachers play an important role in helping students to achieve their goals of learning the language. Appropriate techniques for improving this skill must be considered by students of the English language education program or FKIP, where students are prospective English teachers. This research examines whether it is effective for learning English speaking skills. This research used a test with a sample of 8 participants for the 2024/2025 academic year. The data from the results of this research are analyzed qualitatively. These results show that it is effective in learning English because, from the test results, this technique is therefore an alternative learning technique that English teachers can use in learning to speak English. Education is a fundamental pillar of individual and societal development, which plays a vital role in shaping the future of a nation. In Indonesia, education is highly valued, and efforts have been made to improve the quality and accessibility of education throughout the country. In line with global trends, English has become an important language in education and communication and is recognized as a lingua franca for international interaction. Indo Global Mandiri Palembang, the purpose of identifying common errors is to find errors and correct them when pronouncing and also to become good words in speaking so that students understand when pronouncing or speaking and also to make the correct words and participants in this study were 8 people, the results of common errors correcting words, pronunciation and correct speaking Conclusion This study was conducted to find out common errors that occur when students speak. Some of the errors that can occur in students when speaking include Mispronunciation of Articles and Plural Nouns, Misuse of Prepositions, Misorder of Words, and Confusing Homophones. However, the identification carried out showed that the errors that were often made were related to pronunciation errors and word order errors.

**Keywords:** Speaking, Proficiency, Common Error.

### INTRODUCTION

Education is essential for individual and societal growth, shaping a nation's future. In Indonesia, education is highly valued, and institutions like Indo Global Mandiri Palembang work to provide accessible, high-quality education. Recognizing English as a global lingua franca, the institution emphasizes English proficiency, offering courses to fourth-semester students to enhance their communication skills, which can open doors to international opportunities, advanced studies, and global careers.

In today's globalized era, English is vital for cross-cultural communication, particularly as social media brings foreign cultures and information closer. Following the behaviorist approach, positive reinforcement (praise or rewards) and negative reinforcement (corrections) can make learning English more engaging and effective, as proposed by psychologist BF Skinner.

However, speaking English remains challenging for many students at Indo Global Mandiri, with common issues including grammar errors, limited vocabulary, and inappropriate intonation, often influenced by their native language. These issues, known as "interlanguage" errors, reflect systematic mistakes common in learners of a second language (Pranowo, 1996, p. 51).

Research on English-speaking errors among fourth-semester students at Indo Global Mandiri is valuable for several reasons: it can guide educators in developing more effective curricula and help students understand their learning challenges. This study aims to identify common speaking errors, examining factors like native language influence, curriculum, and teaching methods. The findings are expected to inform improved strategies for enhancing English-speaking skills among students.

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## METHODOLOGY

This research adopts a qualitative approach to explore the common errors made by fourth-semester teacher training students at Indo Global Mandiri University when speaking English. Qualitative research focuses on understanding human experiences and behaviors in natural settings, making it suitable for investigating the complexities of language learning. The participants, chosen through purposive sampling, include fourth-semester students with varying English proficiency levels. Data will be collected through a test involving eight students who will record themselves speaking on a self-selected topic for three minutes, allowing for an in-depth examination of language challenges. Ethical approval has been secured from the university's ethics committee, with measures such as informed consent and pseudonyms implemented to ensure participant confidentiality. While qualitative methods limit generalizability due to the small, context-specific sample, they provide detailed insights into the spoken English errors of teacher trainees, contributing valuable information for improving English proficiency in this demographic.

## RESEARCH FINDINGS AND DISCUSSION

### Research's Finding

In this study, the researcher managed to collect data in the form of stories from 8 respondents related to several things. The choice of story material that was delivered includes Favorite Movies, Vacations, Shopping, Dream Job, and Favorite Sport. But among the 8 respondents, they only shared their stories and experiences about their Favorite Movies, Dream Job, and Favorite Job. From this study, the researcher also managed to identify speaking errors made by fourth-semester students. The findings of the study were presented in the following explanation:

#### 1. Pronunciation Errors

Pronunciation is essential for effective communication in English, yet many English learners encounter difficulties that lead to misunderstandings. Errors often occur due to accent influences or limited exposure to English sounds. For instance, some students incorrectly pronounced "designed" as "design," failing to convey the past tense, while others pronounced "little" unclearly, leading to potential confusion. Words like "about" and "think" were mispronounced as "ting" and spoken with overly thick accents, which further obscured the intended meaning. In cases like "genre" and "knowledge," students also showed difficulty transitioning from their native phonetic patterns to the English standard, underlining the need for focused pronunciation practice.

#### 2. Articles and Plural Nouns

Articles in English, such as "a," "an," and "the," frequently present challenges for learners, especially as their usage rules may differ from learners' native languages. Misapplications of these articles can distort sentence meaning, as seen in examples like "the television program," where "the" was unnecessary. Such errors suggest a misunderstanding of the definite and indefinite article rules. In other cases, learners repeatedly used filler sounds like "a..." due to nervousness, which caused further communication breakdowns. This indicates a need for more in-depth instruction on article use to improve fluency and confidence.

#### 3. Preposition Misuse

Prepositions play a crucial role in connecting ideas within sentences, yet their specific rules and meanings often lead to mistakes among English learners. For example, in the sentence "I like watching movie in Netflix," the speaker should have used "on Netflix" to accurately describe the platform used for viewing. Errors like these highlight common issues learners face when translating from their native languages, where similar phrases might use different prepositions. Such mistakes emphasize the importance of clear teaching on English prepositions to help learners establish stronger sentence structures and convey precise meanings.

#### 4. Word Order Errors

Word order significantly impacts clarity in English sentences, and errors in this area can lead to confusing or unintentionally humorous phrases. These errors often arise from direct translation, where learners arrange words as they would in their native language. For instance, the phrase "This series is start for me to learn English" should have been structured as "This series is the beginning for me to learn English." Similarly, "Directed by George Miller" needed additional context, such as "The movie was directed by George Miller," to clarify its meaning. Sentences like "Every to time a month" further illustrate how non-standard word order can obscure a speaker's intent. These examples show the need for learners to grasp English syntax to enhance communication accuracy.

#### 5. Confusing Homophones

Homophones words that sound the same but have different meanings and spellings often lead to errors in English, particularly when learners struggle to distinguish context. In cases like “series” being misheard as “serious,” or “mid-day school” replacing “middle school,” learners inadvertently create confusion. These errors underscore the importance of practicing homophones to recognize context and use the correct word, especially since English has a vast number of such word pairs. Building awareness of homophones will aid learners in distinguishing meanings and strengthen their spoken accuracy in English.

## DISCUSSION

Speaking skills theory based on Clark and Clark's opinion is defined as an instrumental action where a conversation will have an impact on the listener. Teaching speaking can start by honing conversational skills in a foreign language.

These conversation skills in teaching speaking in English include the expressions used. Success in learning and applying speaking in English is based on many factors. Speaking is a meaningful interaction between people. Cameron (in Zahid, 2023) said that speaking was a crucial language skill used to express meanings. He implied that in ELT process concerning on speaking, the learners need to choose the appropriate words in expressing the meanings so that the listeners can understand their speaking clearly. Then, speaking was important skill to concern which has a lot of advantages.

Furthermore, many language learners found it challenging to explain themselves in spoken language, according to Leong and Ahmadi (in Pratama, et.al, 2022). 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 inhabit speakers to express their ideas to describe everything which happens in daily life dealing with people, places, and soon.

Based on the research finding, the researcher has known what are the speakers’ talking. There are 8 speakers that have shared their story. The topics of their story are still related with their daily life. The topic that have shared by the speakers are about favorite movie, favorite sport and dream job. Thus, in this research the researcher has known that the most famous or popular topic is about favorite movie. The speakers think that movie is not only entertain them with kind of stories. But they can also add a lot of vocabulary, then learn more about English in specific needed. However, a movie can be a type of visual communication which uses moving pictures and sound to tell stories so the students can see and hear directly. According to Hornby (in Artawan, et. al., 2022) movie means a series of moving picture recorded with sound that tells a story, shown at cinema or movie. Here, the researcher put the data the speakers’ speaking material

Table 1. The Speaking Topic of the Speakers in the Forth Semester

No	Name of Speaker	Speaking Topic	Specific Topic
1	VUA	Favorite Movie	Hi 5 Movie
2	A	Favorite Movie	Young Sheldon (Movie on Netflix)
3	BS	Favorite Movie	Miracle in Cell No. 7
4	RHR	Favorite Movie	Mad Max Fury Road
5	NK	Favorite sport	Pencak Silat
6	R	Vacation	Lampung Beach
7	AR	Favorite Movie	Watching a movie at the cinema
8	MJ	Dream Job	Doctor becoming a teacher

Based on the table above, the favorite topic that the speaker want to share is about favorite movie. By using movies, the students are hoped to enjoy and pleasure in learning English vocabulary, make clear the message, save the teacher energy, motivate the students to learn, can increase the quantity of teaching and learning. Using films or movies in the classroom, students can enhance their vocabulary awareness and they can even make their pronunciation and intonation much better. So, the movie can be a good way to share the story and learn more about English.

## CONCLUSION

This research was conducted to know common errors that occur when speaking to students. Some errors that can occur to students when speaking include Pronunciation Errors Articles and Plural nouns, preposition Misuse,



Word Order Errors, and Confusing homophones. However, the identification made has shown the results that the errors that are often made are related to pronunciation errors and word order errors. Where both are errors that result in unclear pronunciation and grammar changes. So there is a possibility that the listener or interlocutor does not understand or misinterpret what the student said. Speaking serves as a means of exchanging information and ideas between 2 or more people. In that case, it requires the correct pronunciation of words and the use of grammar.

According to the research findings and discussion, the teachers are suggested to report and solve the students' common errors in speaking. Teachers are suggested to teach pronunciation, prepositions, and grammar as early as possible to minimize the students' errors in speaking English. Further, the students also can utilize suitable learning methods and just use media, based on the teacher's instruction to provide understandable examples of how to speak fluently. Besides, students should practice English speaking more frequently in their daily life. They can learn English speaking and limit the mistake by themselves outside the class.

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