AN ERROR ANALYSIS ON STUDENTS' SPEAKING SKILLS IN MEC ENGLISH COURSE

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ABSTRACT

This research discussed about the error in the students' speaking performance of MEC English course. This research has two focuses, the first is to figure out the students' speaking errors in MEC English Course, and the second is to figure out are the cause of errors on students' errors speaking English at MEC English Course. The data were analyzed by using descriptive qualitative method. The subject of the research is 10 students of MEC English course who had taken the course for 2 months. There were two theories used in this research, they were the theory of surface strategy taxonomy on speech error by Dulay et al. (1982), the theory of the type of speech error by Clark and Clark (1977). The instrument of the research are Note-taking and audio recorder. The result of the research showed that from four types of categories of speech error which more focused on the pronunciation, from four types of categories of speech error, all categeories of errors were happened, with Addition as the most frequent error with 29 (39%) errors, followed by Omission with 24 (32%) errors, Misformation with 21 (28%) errors, and Misorder with only 1 (1%) error. The type of speech error was more focused on the performance of speaking. Out of nine types of speech errors, there were seven types that occurred they were silent pauses with 8 (28%) errors found, filled pauses with 8 (28%) errors found, repeats 4 (14%) errors found, unretraced false starts with 5 (18%) errors found, interjection 2 (6%) errors found, stutters 1 (3%) errors found, and slips of tounge with 1 (3%) errors found, where silent pauses and filled pauses happened the most. The factors of the speech error of MEC students was caused by two factors, they are cognitive factors and psychological factors.

Keywords: Speech, Error, Speaking, MEC English Course

1) INTRODUCTION

English is one of compulsory subject that is necessary to be taught in schools and universities in Indonesia. In teaching English there are four major skills; speaking, writing, reading, and listening skills that need to be mastered by the students. Speaking is one of the important skills yet by the students it still remains difficult to produce or utter spoken English. It is noted that an error in speaking is common for English language learners, especially for foreign learners.

Speaking skill is an interactive process of constructing meaning, producing, processing and receiving information (Florez and Cunningham, 1999). At the time, the technology is developing rapidly in our country. Therefore, students must *be* master English language *skills, especially* in speaking. It is a very crucial ability to possess, since speaking ability allows people to interact with other people, such as foreigners, as well as giving people a way to express themselves. Therefore, if a person wants to explain everything that is in their head, they will employ this expertise. Human use language to communicate their needs, passion, intentions, etc. Thus, using a proper speaking skill will ensure that the human interactions will be succesful.

According to Pawlak's (2015) if you create situation in the classroom where they really talking to each other they will find that that they need vague language and they will begin to incorporate into their speech. They may begin by importing first language expressions, but they will gradually increase their repertoire of vagueness". It can be said if the students want to be able speak English they only need to create a situation where they are required to use English even though they do not directly speak English fluently and it must be done in stages until students are able to communicate with their friends through English but that cannot be achieved if there is encouragement or motivation from their teacher. Therefore, many students feel that if they want to improve their English skills, they learn in the classroom it will not be enough to improve their English skills but they need a place that can help them to improve their English skills.

Generally, some of students usually improve their English skills by joining English course, but there are some of them also increase their abilities by self-taught. In self-taught they use usually by reading some books, watching some movies and listening some English song.

Based on the preliminary research, the researcher asked the students about the important skills in English. The students said that "The difficult learning in English is how to produce the words. The teacher always focuses to improve the words, but the best one is when we can speak well first. I think speaking is one of the important skills. That's why we need to improve English skills in course, and the fact is we still focus in grammar than speaking". As said by Harapap and Friends that "students are not interesting study English because they think that English is difficult, especially in speaking. They said that speaking is difficult because in speaking there make grammatical sentence so students were worried if their sentence were not correct."

Paper presented at The 3rd ICONELE on September 14th-15th, 2022
English Education Department, Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

225

Error in speaking seems natural on process of learning especially for foreign learners. Error in speaking categorized into simple errors and complex errors. In speaking, the students' proficiency level in speaking is highlighted in three major components like vocabulary, pronunciation, and grammar (Kaharuddin et al. 2017). Errors also occur in those components.

2) METHOD

In this study, the researcher applied qualitative research methods. A study's results are described using qualitative methods. According to Anne Burns (2009), the purpose of qualitative approaches is to provide description, interpretation, and categorization of naturalistic social contexts.

The place where the study was conducted is referred to as a research location. This study was carried out in the Hertasning branch of MEC English Course. As a result, the respondents' schedules for the meetings for the oral test and interview for the research were easily planned. The place was chosen because the researcher teaches in this course.

The participants in this study were those who had attended the MEC English Course for two months. There were 10 students in total in the population. because there are 10 students in each MEC English course class.

Upon collecting the necessary data to complete rhe research, the researcher was using two research instruments, they were Note-taking and Audio recorder (via cellphone).

a. Note Taking

Note taking is the first research instrument of the research. The researcher noted down every necessary data that had been found in order to collect the necessary data for the research (Ray, 2005: 13).

b. Audio Recorder

The research's research instrument is an audio recorder. The audio recorder was used to capture information while the students were speaking. In order to obtain more accurate and comprehensive data from each student, the researchers utilized an audio recorder so that the researcher could listen to the recording more than once.

There were a few procedures that the researcher performed in order to gather the information required to finish the research. The following actions were taken:

a. The researcher met the chosen students whom would be the focus of the study.

Paper presented at The 3rd ICONELE on September 14th-15th, 2022
English Education Department, Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

226

b. The researcher requested that each student speak about their daily activities.

c. The researcher used the audio recorder to make recordings.

d. The researcher listened to audio that was collected

e. The researcher identified the students' speaking process errors.

f. The researcher determined the overall number of errors that were made as well as the major type of errors.

There were still a few procedures to be taken in the data analysis process after collecting and determining the data. The three steps, according to Miles and Huberman (2014), are as follows:

a. Data Reduction. At this point, the researcher used the theory to further organize and examine the data that had been collected and determined. The incorrect data would then be discarded.

b. Data Display. The reduced data were presented at this step in the form of an explanation and a description.

c. Drawing Conclusion. The next phase, which concluded the research, was to develop conclusions based on the analysis.

The researcher then required to use the following formula in order to determine the most prevalent error discovered:

$$\text{Error Percentage} = \frac{\text{The Number of Types of Error}}{\text{Total Number of Data of Error}} \text{ X } 100\%$$

3) FINDINGS AND DISCUSSION

From the 10 students' MEC, a total of 159 sentences were analyzed. There were determined to be 75 errors in total, which included all four types of errors as defined by the surface strategy taxonomy theory. From that 75 errors, it was divided into 24 (32%) errors of Omission, 29 (39%) errors of Addition, 21 (28%) errors of Misformation, and 1 (1%) error of Misorder. For a clearer display, take a look at the following table.

Table 1. Strategy Taxonomy on Speech Error Percentage of MEC Students

Errors	Amount of Errors (%)
Omission	24 (32%)
Addition	29 (39%)

Paper presented at The 3rd ICONELE on September 14th-15th, 2022
English Education Department, Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

227

Misformation	21 (28%)
Misorder	1 (1%)
Total	**75 (100%)**

From that data, it was seen that the most dominant Strategy Taxonomy on speech error Percentage of MEC Students was Addition with 29 (39%) of errors found.

Furthermore, following Clark and Clark's (1977) theory on the types of speech errors, here is a table of the various types of speech errors that MEC English course participants have made.

Table 2. Type of Speech Error Committed by MEC Students

No	Type of speech error	Students									
		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
1	Silent pauses		√	√	√	√	√	√	√	√	
2	Filled Pauses	√	√	√	√	√	√	√	√		
3	Repeats	√		√			√	√			
4	Unretraced False starts		√	√			√	√	√		√
5	Retraced False Starts										
6	Corrections										
7	Interjections							√		√	
8	Stutters						√				
9	Slips of Tounge								√		

According to the data above, 29 cases of speech error were identified among MEC course students. 7 of the 9 speech error categories were identified. They were silent pauses with 8 (28%) errors found, filled pauses with 8 (28%) errors found, unretraced false starts with 5 (18%) errors found, repeats 4 (14%) errors found, interjection 2 (6%) errors found, stutters 1 (3%) errors found, and slips of tounge 1 (3%) errors found. While there was no case of retraced false starts and corrections. For a clearer display, take a look at the following table.

Table 3. Types Speech Error Percentage of MEC Students

Type of Errors	Amount of Errors (%)
Silent pauses	8 (28%)
Filled pauses	8 (28%)
Unretraced false starts	5 (18%)
Repeats	4 (14%)
Interjection	2 (6%)
Stutters	1 (3%)
Slips of tounge	1 (3%)
Total	**29 (100%)**

Paper presented at The 3ʳᵈ ICONELE on September 14ᵗʰ-15ᵗʰ, 2022
English Education Department, Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

228

Strategy Taxonomy on Speech Error of MEC Students

According to Dulay et al. (1982) there are four types of error in pronunciation, they are Omission, Addition, Misformation, and Misorder.

Errors of Omission

The first category is omission, which is just the removal of some essential components from sentences. Omission is demonstrated by the absence of a component necessary for an expression to qualify as a well-formed expression or sentence. Omission is the second most dominating error committed by MEC students, where from a total of 75 errors found, there were 24 (32%) errors found. The majority of Omission of MEC students were the absence of verbs, especially the auxiliary verbs of to be such as "am" and "is", as well as to do such as "do". For example a data by student 1 where she said "my mother doing her job", where the absence of "is" created omission in the sentence. Another example of Omission is by student 6 where she said "I Internship" where auxiliary verb "do" is missing. There is also some minor Omission that occurred where the necessary words such as at, to, about, in, my, and missing articles were missing. For example, when student 8 said "sit the yard" where the word "in" was absent. Another example is when student 6 said "prepare go internship" where the word "to" is missing. For a clearer display, here the researcher provided a table along with the correction of some errors of omissions.

Table 4. Example of Omission of MEC students

Subject	Examples of Omission errors of MEC Students	Corrections	Suggestions
S1	Missing "is" in the sentence "my mother doing her job	My mother **is** doing her job.	The students should improve their knowledge and comprehension about grammar more, especially about verb.
S2	Missing the word "be" in sentence "The school will ended"	The school will **be** ended.	
S3	Missing "is" in the sentence "This menu so good"	This menu **is** so good.	

Errors of Addition

The next is Addition. Addition is the exact opposite of omission, which occurs when anything is present or absent that shouldn't be there. These undesired objects caused the utterance to be poorly constructed. The most common mistake made by MEC students is

Paper presented at The 3ʳᵈ ICONELE on September 14ᵗʰ-15ᵗʰ, 2022
English Education Department, Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

229

addition, where from a total of 75 errors found, there were 24 (32%) errors found. The majority of Addition of MEC students is due to the mispronunciation of certain words, where they added some sounds that were not supposed to be there. For example when student 6 pronounced the word "began" where the correct pronunciation was /bIgAn/, instead student 6 pronounced it /bIgAin/, basically adding the sound "I" to the word. Another example is by student 8, where the presence of "am" in the sentence "I'm wake up at 5 A.M." is considered unnecessary. There is some minor error where there was excessive use of terms after mentioning a specific time, such as by student 6 where she pronounced "4 P.M. O'clock", where the presence of one of them is unnecessary. Let's take a look at the following table.

Table 5. Example of Addition of MEC Students

Subject	Examples of Addition errors of MEC Students	Corrections	Suggestions
S3	Addition or use of expression after mentioning a specific time in phrase "at 9 P.M. O'clock"	I do my Homework at 9 P.M. / I do my Homework at O'clock.	The students should learn more about the utilization of some specific part of a sentence, as well as learn to avoid unnecessary item in the sentence. They also need to learn about better pronounciation on some words, in order to avoid adding wrong pronounciation on some words that similar to Indonesian language.
S7	Addition of "minutes" after mentioning specific time in "5 past 15 minutes"	I woke up around 5 A.M or 5 past 15.	
S8	Using "am" where it was not supposed to be used in sentence "I'm wake up at 5 A.M."	I wake up at 5 A.M.	

Errors of Misformation

The next is Misformation. Misformation is defined as the use of an incorrect form of a morpheme or structure in utterances. Misformation is the third most dominating error of MEC students, where from a total of 75 errors found, there were 21 (28%) errors found. The majority of misformation is the incorrect use of verb+s, verb+ing, past form of verbs, and the variation of words that were not supposed to be used according to the context of the utterance. An example of the verb+s error is by student 1 where she pronounced the verb "make" without "s" in the phrase "my mother make". An example of verb+ing error is by student 3 when she

Paper presented at The 3rd ICONELE on September 14th-15th, 2022
English Education Department, Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

230

pronounced the word "talking" where it was supposed to be only "talk" in the utterance "I wanna talking". An example of the error in the usage of the past form verb is by student 9 where she used the present form instead of the past form of the verb "follow" in the utterance "I ever follow the mindset English course". An example of word variation usage error is by student 1 where she used the word "routine" instead of "routinity". Here is a table for a clearer display.

Table 6. Example of Misfomation of MEC Students

Subject	Examples of Misfomation errors of MEC Students	Corrections	Suggestions
S2	Using "that" instead of "those" in plural noun "shows" in the sentence "Our parents don't really like that kind of shows"	Our parents don't really like **those** kind of shows.	The students should learn more about words transformation such as verb transformation, and learn more about the correct use of certain pronouns.
S3	Using the word "talking" instead of "talk" in the sentence "I wanna talking about daily activities"	I wanna (want to) **talk** about daily activities	
S6	Using the word "waiting" instead of "wait" in the sentence "I go to home again to waiting"	I go to home again to wait.	

Errors of Misorder

The last is Misorder. Misorder is defined as the incorrect placement of a word or group of words in an utterance. Misorder is the least error committed by MEC students, where from a total of 75 errors found, there were only 1 (1%) errors found. There was only one error found in the analysis regarding misorder, it was by student 6 where she said "to (do) Pray subuh" where the correct order is "to do subuh (dawn) pray".

Table 7. Example of Misorder of MEC Students

Subject	Example of Misorder errors of MEC Students	Correction	Suggestion
S6	Misorder of noun phrase in "to (do) Pray subuh"	to (do) subuh Pray (prayer)	The students should have more comprehension about how to use adjective correctly, especially on forming a noun phrase.

Type of Speech Error Committed by MEC Students

Clark and Clark (1977) state nine types of speech of error that are more focused on the performance of the speaking, they are silent pauses, filled pauses, repeats, unretraced false starts, retraced false starts, correction, interjection, stutters, and slips of tongue.

Of those nine types of error, there were seven types that were committed by the students of MEC course, they were silent pauses, filled pauses, repeats, unretraced false starts, interjection, stutters, and slips of the tongue. Of ten students who participated in the analysis, all of them committed speech errors, where the most error type from a student is five types error, while the student with least type of error only committed one.

Silent Pauses and Filled Pauses

Silent pauses and filled pauses were the most dominating error that was committed by the students, where each of them had 8 (28%) errors discovered. Just like the definition, the silent pause is when the speaker takes a brief moment or longer between words, this is referred to as a silent pause. This is due to the speaker who is thinking or forgetting the next word. As a result, the speaker remains silent for a second in order to produce the next word. The silent pauses occurred either in the beginning, middle and at the end parts of the student's narration. For example, the finding is by student 4, who said "I will explain about my daily activity in a day.........First of all". In her utterance the silent pause occurred at the end of her sentence and before she mentioned her daily activities.

Filled pauses error dominated the most as well, just like silent pauses. Filled pauses happen when the speaker makes speech sounds with some gaps filled by the sound of ah, erm, uh, hm, etc, while thinking or planning what he would say next before continuing his/her speech. Similar to silent pauses, filled pauses happened the most after or before the students mentioned something, as if they were thinking hard about what they were about to say. For example, an utterance by student 1 where she said "Ee I take the laundry job". In her utterance, she uttered "ee" which is a type of filled pause.

Unretraced False Starts

Unretraced false starts and repeats are the second most error that was happening, where there were 5 (18%) errors discovered. The students tended to repeat what they say even if the words that they said were already right. So they are not just repeating, but also trying to repair what they said, despite using the correct or wrong words. Unretraced occurs when the speakers

Paper presented at The 3rd ICONELE on September 14th-15th, 2022
English Education Department, Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

232

make a mistake in their speech and attempt to repair their sentence by correcting one or more words. For example, in student 7 when she said "I wake, I woke up around 5 A.M or 5 past 15 minutes", where she made a mistake on the word wake.

Repeats

The next is repeats, with 4 (14%) errors found. Repeats happened when the speakers make a speech sound and then repeat one or more words before finishing their sentence. For example, student 6 said, "It's began I wake up, I wake, I wake up at 3.30 o'clock to eat". As can be seen, she kept repeating the word "wake" three times in a single utterance.

Interjections

Meanwhile, interjection only occurred in a few students. As we have known Interjection is similar to similar pauses, however, Interjection is filled with words such as "well, like, and, etc" but the students seemed to be lacking knowledge of using these words, therefore filled pauses happened more frequent than interjection. An example of interjection by the students is by student 9 when she uttered "Uhh ok, well I will tell you about my daily activity". She used the word "well" at the beginning of her sentence. There were only 2 (6%) errors found.

Stutters and Slip of Tongue

Next are Stutters and slips of the tongue, which barely happened, because the student's skills of speaking were mostly decent. There was only 1 (3%) from each stutter and slip of tongue error. Stutter occurs when the speaker repeats the same sound rapidly. For example, student 6, were uttered "I internship at, at 8 o'clock to 4, to 4 P.M O'clock and then I go home again". In her utterance, she said the word "at". "o'clock" several times and in a stuttered way.

Slips of tongue happen when the speaker makes an error in their sounds, words, or the other, as well as when the speaker fails to deliver the speech. An example is student 8, who said "sit the yard, make beak, make breakfast and take a bath". In her utterance, she failed to pronounce the word "breakfast" and instead said "beak".

The Factors of Speech Errors of MEC Course Students

From what has been explained in the previous section, it can be seen that in the category of Strategy Taxonomy on speech error, Addition was the most dominant error. While in the category of type of speech error, both Silent pauses and filled pauses were the most dominating error. In this section, the researcher explained the reason why these errors were the dominating errors that were committed by MEC students.

Paper presented at The 3rd ICONELE on September 14th-15th, 2022
English Education Department, Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

233

According to Clark and Clark (1977), there are three factors that can cause speech error. They are cognitive factors, psychological problems, and social factors. The results of the current study show that cognitive factors and psychological factors were the factors that caused the speech errors of MEC students.

With the existence of the cognitive issue, it becomes challenging for the students to speak clearly. The students felt that they retain the materials that they received on the course, so they can produce a well-organized speech and avoid speaking incorrectly. With that on their mind, they will force their brain to think about more vocabulary. For example, when student 6 said "This menu so good", where in the sentence there was an absence of the important verb "is" in the middle of her speech because the student was having cognitive problems on delivering the fluency to deliver the information.

When the students of MEC course were asked to describe their daily activities, the majority of them often struggle to find the correct words ad exhibited more hesitancy in their explanation. The cognitive problems made the students have a problem choosing or using the right vocabulary in their speech, thus the addition error became the most dominant error that occurred.

While the second factor, the psychological factor made the students produce various psychological issues on speaking, such as shyness, anxiety, nervousness, or rush. These psychological terms may cause people to speak incorrectly. It can produce an impact on their confidence in speaking which eventually made them harder to produce a well-patterned speech. This is presumably because the students were not comfortable mentioning their daily activities or being unaccustomed to speaking English while being recorded.

The psychological factor produces nervousness and hesitation when speaking, which lead to silent pauses, and filled pauses became the dominant type of speech error in MEC students. Therefore, the researcher concluded that cognitive and psychological problems as the factor that cause the existence of speech error, which is dominated by addition error, and type of speech error silent pauses and filled pauses.

Furthermore, the researcher felt that it was necessary to mention the factor of the speech error. In this case, there are two major factors of an error in the students' speech, they are Interference and developmental errors. Interference occurs when a foreign language student's mother tongue or first language comes into contact with the foreign language to be learned. As

Paper presented at The 3ʳᵈ ICONELE on September 14ᵗʰ-15ᵗʰ, 2022
English Education Department, Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

234

a result, it creates misunderstandings that lead to errors in language speech. It could be a mismatch in vocabulary, a switch in grammatical patterns, or pronunciation issues. For example, the mismatched vocabulary interferences are by student 6 where she used the word "waiting" instead of "wait" in an utterance "I go to home again to waiting it's time to iftar". The next example switch in grammatical patterns is by student 1 where there was a missing verb of "is" in the sentence "my mother doing her job". An example of pronunciation issues is by student 7 where there was a wrong pronunciation of the word "teeth (/tEEth/)" which instead she pronounced "teet" in the sentence "I wash my face I brush my teet and then I sleep".

Meanwhile, developmental errors occur when a student is already in the developmental stage of learning a language and makes the same type of error. Essentially, it is almost certain that errors in the rules of the foreign language system would occur, because they are getting mixed up with other rules in the foreign language. As we know that the students of MEC were already in the developmental stage, therefore this type of factor has also existed among them. For example, when student 1 mispronounced the word "alarm (/əˈlɑːm/"). In the sentence, she pronounced "alaram" where there was an additional "a" in the word. This occurred due to the word itself which shares a little bit of similar pronunciation in the Indonesian language.

4) CONCLUSION

The researcher concluded that based on the two theories that were used in this research, the students of MEC course committed several errors. From four types of the categories of speech error which more focused on the pronunciations, all categeories of errors were happened, with Addition as the most frequent error with 29 (39%) errors, followed by Omission with 24 (32%) errors, Misformation with 21 (28%) errors, and Misorder with only 1 (1%) error.

Furthermore, the type of speech error which more focused on the performance of the speaking, out of nine types of speech errors, there were seven types that occurred they were silent pauses with 8 (28%) errors found, filled pauses with 8 (28%) errors found, repeats 4 (14%) errors found, unretraced false starts with 5 (18%) errors found, interjection interjection 2 (6%), stutters 1 (3%) errors found, and slips of tounge with 1 (3%) errors found, where silent pauses and filled pauses happened the most.

Lastly, the factors of the speech error of MEC students was caused by two factors, they are cognitive factors and psychological factors.

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Paper presented at The 3rd ICONELE on September 14th-15th, 2022
English Education Department, Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

236