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The Student's Phonological Speech Errors in Counseling Interviews



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ABSTRACT

This study investigates the phonological speech errors in counseling interviews based on psycholinguistics. The objectives of this study are to identify types of phonological speech errors occur in counseling interviews, to describe the way those phonological speech errors are produced by the students, and to explain the reason the students produce those phonological speech errors in the counseling interview. The research was designed with the qualitative descriptive method. The data were taken from the answers' of the students of the junior high school in SMP4 Tebing Tinggi who were counseled. The data were collected by recording, observing, and interviewing the informants. The utterances of the informants were transcribed into written text, classifying the data into types of phonological speech errors, and then drawing the conclusion from the text. The analysis of this research was by applying Bogdan and Biklen approach. The finding shows that there are four types of phonological speech errors in counseling interviews; utterances stop, redundancy, mental distraction, and habitual locution.

INTRODUCTION

Background of the study

Interviews are a widely used tool to access people's experiences and their inner perceptions, attitudes, and feelings of reality. Based on the degree of structuring, interviews can be divided into three categories: structured interviews, semi-structured interviews, and unstructured interviews (Fontana & Frey, 2005).

When someone is interviewed, he/she needs to answer orally based on what being asked of him/her (Arksey & Knight, 1999). In answering the question, the interviewee should deliver his/her speech to show his/her thoughts, ideas, feelings, knowledge and assumption. Anytime people produce speech, actually, they strive for what people call with "ideal delivery", it is the correct way of executing a sentence where the speakers know what they really want to say and say it fluently (Clark and Clark, 1977).

In order to deliver a good speech based on Arksey & Knight (1999) above, speakers have to plan what they want to say based on how they want to change the mental state of their listeners. Then, they put their plan into execution, uttering the segments, words, phrases, and sentence that makeup plan. The division between planning and execution, however, is not a clean one. At any moment speakers are usually doing a little of both. They are planning what to say next while executing what they had planned moments before. It is impossible to say where planning leaves off and execution begins. Despite these problems, planning and execution are convenient labels for the two end of speech production. The considerations that come into planning an utterance can generally be distinguished from those that go into execution (Frisch, 2002). What Lombardi and Sheldon say seems correct and can be proved. The researcher found some speech error made by two students in counseling interview in her preliminary observation. The researcher took two examples of the students' utterances which are errors; "*says but duduk, pas duduk bulk kepala saya dipukulnya*" (*I was sitting Mam, when I was sitting Mam, my head was hit by her*), "*pertama saya gak/gak mau ikut buk//tapi diajak sama Bang Dian*" (*at first, I didn't/didn't want to follow Mam//but asked by Bang Dian*). Those students produce some error: repetition and silent pause, repeating the word "gak", "duduk" and "buk" for twice. It would be clear enough if he said "*sewaktu duduk, kepala saya dipukulnya buk*" and "*awalnya saya gak mau ikut, tapi diajak Bang Dian*". The researcher found that the students repeated some words.

The first student was crying when interviewed by the counselor. He said his head is painful after was hit hard by his classmate. The second student was very afraid while interviewed by the counselor. It showed through his gesture while sitting face to face with the counselor. He was sitting complying with the low pitch volume answering the counselor's questions. It seems he defeated himself in front of the counselor. The counselor interviewed him after knowing his guilty on his absence by sending a fake permission letter. Some of his friends said he is lying, he saw him somewhere with his friends wearing uniforms on the date he wrote the permission letter. His classmates told it to the counselor. Knowing that thing, the counselor felt surprised because she lives near with him. More or less, the counselor knows his background family. He has a low social economic status family and now he is in the ninth grade of Junior High School.

Psychologically, feeling afraid and threatened can affect someone's brain in producing speech. As the result, most of the students who interviewed did such errors. The cognitive, psychological, and social reasons are the sources that lead the occurrence of speech errors. Cognitive reasons related to the complex subject that constraint the speaker to speak clearly. Psychological reasons related to certain conditions such as anxious, nervous, in hurry, or others that halter them to speech. It is based on feeling and emotion. Social reasons related to social relations among people in their environment that influences the speaker to speech (Clark and Clark, 1977).

Since this counseling treatment is established, it is aimed as a process of helping others goes through the difficulties with the goal to help the person seeking counseling to feel comfortable and willing to share his or her concerns, (Geldard and Geldard, 2012). Usually, in counseling interview, the counselor asks questions based on students' problem and let the students speak up in order to know the detail of the problem before resolving students' problems (Geldard and Geldard, 2012).

To minimize the students of producing errors, a counselor should do their job based on the standard operation as the counselor, those are guiding, consoling, advising and sharing and helping to resolve their problems whenever the need arises. The counselor does the professional counseling with an individual or a group of students who has a problem in learning difficulties. The counselor should serve and create a good and positive atmosphere to enable the students in overcoming their problems effectively so their ability develops into success in studying.

MATERIALS AND METHODS

This research applied descriptive qualitative method with the multiple-case study. The researcher got the data naturally through recording the utterances in a counseling interview. As the phenomenon, it needs description and explanation, so that the researcher analyzed the utterances from the students. Qualitative research is descriptive. The setting is natural as the direct source of data and the researcher who concern with process rather than simply with outcome or products is the key instrument (Bogdan & Biklen, 1992).

In this study, the researcher observed, recorded, and interviewed the students of Junior High School who were having interviewed with the counselor. After getting the data, the researcher processed the data by searching and arranging the interview recording, notes, and other materials that can increase the researcher understanding of the data. This involves working with the data (students' phonological speech error), organizing that errors by finding the utterances which belong to error, breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is to be learned, and deciding what will be told from the data analysis (Bokdan and Biklen, 1992).

The analysis of this research based on speech error theory and interview in counseling interview for Junior High School students. By following the counseling interview, the writer observed the participants' gestures and utterances while interviewed by the counselor to support the data. The researcher recorded some students of Junior High School in SMPN 4 Tebing Tinggi who was having counsel with the counselor. The students were from grade seventh, eighth and ninth who were interviewed by the counselor in counseling room when the researcher was there at that time so she can record and observe the interview between the counselor and the students directly. The time belongs to the students when available at school, but mostly they were interviewed at nine until twelve o'clock before the time for going home. The researcher chose SMP 4 Tebing Tinggi as the organization to be observed because, from the five junior high schools that observed, the students of this school have the more frequency being interviewed by the counselor and the more tendency of producing errors when interviewed by the counselor. The researcher observed the counseling interview by following the process of the interview between the student and the counselor in the counseling room. The researcher collected the documentation by recording the utterances in the interview in the counseling room.

RESULTS AND DISCUSSION

Findings

There are four types of phonological speech errors found in counseling interviews namely: (1) utterances stop (2) redundancy (3) mind distraction, (4) and habitual locution.

1. Utterances Stop

Utterances stop is one of the phonological speech errors made by the students in the counseling interview. Utterances stop mean a guilty feeling of the speaker which halt the speaker uttering his/her utterances. Psychologically certain conditions such as anxious, nervous, in hurry, or others that make them feel difficult to produce speech. It is based on feeling and emotion. Feeling those feelings can obstruct speakers' brain in producing word (Clark, 1977). Fear as the person approaches a word that gives him/her trouble also can create utterances stop (Clark, 1977).

2. Redundancy

Redundancy is one of the phonological speech errors made by the students in the counseling interview. Redundancy is the situation when the speaker mentioning the same words in an utterance obviously. In redundancy, there is an attempt to redo a constituent in its ideal delivery (Clark, 1977). According to Clark and Wasow (1998), repetition can be a restart of the constituent. Speakers are more likely to make a premature statement, immediately suspending their speech, as both the local constituent and the constituent containing it becomes more complex. When speakers resume speaking after a hiatus, they have many options.

3. Mind Distraction

Mind distraction is the condition when the speaker stays saying the same phoneme of a word for some minute since they are not sure in remembering the past or future event. Uncertainty has followed an event of mental distraction. Most synonyms of the word uncertainty have decidedly unpleasant connotations, such as doubt and insecurity. Uncertainty is the cause of some of the people's most debilitating anxieties, so it is not surprising that the human mind is designed to eradicate it. People are generally unaware of this effect of uncertainty (Gilbert, 1998).

4. Habitual Locution

This is the fourth type of phonological speech error in a counseling interview. Habitual locution is the speaker accustoms to delete or add phonemes or phoneme when uttering a word in his/her speech at home, at school and at their social environment. Moreover, the researcher got the same answer whenever she asked the informants' reason for uttering those utterances such that way. They are accustomed to say and hear those words with such that way at home, at school, and in their social environment. Speakers often delete the sounds of the words considered for two reasons. First, due to increased coarticulation effects, fast speech is inherently different from normal speech. Second, phonological causes are the potential culprit: the normal word models may be unsuitable for fast speech because fast speakers often violate the phonemic durational constraints of the word-models or omit phones altogether (Gilbert, 1998).

The informants did 115 times phonological speech errors when they were counseled. Each informant has the different number of doing phonological speech errors. Redundancy and habitual locution have the same total of number, 40 times. While utterances stop were 16 times and mental distraction were 19 times. Informant 3 spoke faster in telling her lost money. This seems she made the higher tendency of doing the habitual locution; she deleted many words to make it shorter to say. In another hand, since he has made the agreement letter in front of his mother and the counselor, informant 2 made the highest redundancy. He tried to refuse the counselor's bad accusation of him and convey the counselor of his answers. This made him repeat many words that he has said previously. By using the formula $p = \frac{f}{n} \times 100\%$, the researcher used this to get the percentage of informants' tendency of producing phonological speech errors.

DISCUSSION

Psychologically, the informants produced silent for many times when the counselor counseled them like a police interrogate a criminal and when they got an intimidation from the counselor. The counselor threatened the informants will be kicked out, their parents will be invited to school, they will be failed the school examination and the counselor produced some words that should not be produced by a counselor. The counselor should counsel and talk in a friendly tone to the informants since she is a counselor whose task is to counsel, guide, suggest and advice the informants who have the problem at school, it is not

interrogating nor intimidating. The counselor should create the friendly atmosphere whenever talking to the informants to make the students not face the counselor but just a friend. That will make the informants feel comfort whenever talking to the counselor and get the best advice and suggestion for their future.

CONCLUSION

Conclusions are drawn as the following:

1. The types of phonological speech errors in counseling interview produced by the students are put on four types namely utterances stop, redundancy, mental distraction, and habitual locution
2. The students produced those phonological speech errors by saying their words in a low pitch, bowing head; sad mimic, sitting stiffly, looking at somewhere flatly, and they were not brave enough to look at the counselor's eyes
3. The students were afraid and nervous when the counselor counseled them. These were triggered by some cultural context in Indonesia such as paternalistic, feudalism, and unfairness. The reasons for producing phonological speech errors in counseling interview refer to the three reasons, namely psychological reason, cognitive reason, and social reasons. Those reasons lead the students in producing phonological speech errors in counseling interview

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