THE USE OF SELF MONITORING TOWARDS STUDENTS' SPEAKING ERROR: PSYCOLINGUISTICS STUDY

Suad Vandana[1], Ubaidatur Rahmah Khodijah A[2], Mochammad Ulin Nuha[3], Nafa Nabila[4]

[1]S1 English Education, Faculty of Teacher Training and Education, Nahdlatul Ulama University of Surabaya
Surabaya, Indonesia
suadvandana@gmail.com

[2]S1 English Education, Faculty of Teacher Training and Education, Nahdlatul Ulama University of Surabaya
Surabaya, Indonesia
khodijahalj@gmail.com

[3]S1 English Education, Faculty of Teacher Training and Education, Nahdlatul Ulama University of Surabaya
Surabaya, Indonesia
kangnuha47@gmail.com

[4]S1 English Education, Faculty of Teacher Training and Education, Nahdlatul Ulama University of Surabaya
Surabaya, Indonesia
nafanabila2307@gmail.com

Abstract

In speaking pronunciation mistakes often occur among students. The lack of students' ability in language is due to a lack of word processing skills which causes difficulties in pronouncing the sentence correctly and correctly. Usually a student justifies their language sentence who is wrong in still speaking. Sometimes a student also experiences learning barriers which are caused by a lack of functioning to make the brain unable to accept properly.The researchers saw the students who read their recount text in front of the class. Then we analyze one by one what they had read and replaced it by themselves. After that the researchers make a note when there are some error pronunciation about what they had read. Because when they had error pronunciation, the researchers are ready to make a note. Because the error pronunciation would be the data of the article. The last, researchers will summarize the data which has been collected. From 13 students which doing self monitoring are only 3 students who make mistakes and do self-monitoring like shown in the table below and 10 students doing conversation correctly without mistakes. From this phenomena we can see that the 5th semester students of English department of Nahdlatul Ulama Universitie mostly can do conversation correctly and they are not in the unsuccessfully condition of producing language when they presentation about recount text of their holiday experience. So, this research concludes that self correction or self monitoring seldom to be used in the english class of S1 English education department.

Keywords*: self monitoring, students', speaking erorr, psycholinguistics, and English class*

Introduction

Learning English is an obligation that has been structured by the current situation. Because everything around us is already formed by language. So, student S1 English Education Department should have fluently English speaking because of their majoring although English is a second or third language for them. But, in the real situation, students still often to do several mistakes in delivering speech in form of language. It can be seen that students when they had a presentation in front of the other students, they still do error in speaking. May be it is caused by their confidence. They are lack of self-confidence. That is why the mistake are often happened. In this case, self-correction is needed. Because actually they understand about what they want to say, but because of

the confidence that they don't have, they did the error pronunciation. And directly they correct it in that condition.

Self-repairs are self-initiated corrections of one's own speech within the same speaking turn (Postma, 2000; Schegloff, Jefferson, & Sacks, 1977). With Language we better understand how a communication can be established properly without misunderstanding and misinterpretation. Definition of self-monitoring is a concept related to the concept of impression management or the concept of self-regulation (Snyder & Gangestad, 1986). The theory focuses attention on individual self-control to manipulate images and impressions of others about themselves in social interaction (Shaw & Constanzo, 1982).

According to Snyder (Watson et al, 1984), self-monitoring is an attempt by an individual to present himself before others by using the instructions that are on him or the instructions around him. Snyder & Cantor (Fiske & Taylor, 1991) define self-monitoring as an individual's way of planning, acting, and regulating decisions in behaving towards social situations. This is reinforced by the opinion of Robbins (1996, p. 60) which states that self- monitoring is a personality trait that measures an individual's ability to adjust his behavior to external situational factors. According to Baron & Byrne (1994) self-monitoring is the level of individuals in managing their behavior based on external situations and other people's reactions (high self-monitoring) or on the basis of internal factors such as beliefs, attitudes, and interests (low self-monitoring).

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Research Methods

The data sources of this article were coming from 13 speakers who have been learning English language in Nahdlatul Ulama University of Surabaya. These speakers try to speaking recount text in front of the class. From all of the students there are 3 students who have error speaking. They are speaking in the recount text which is from their self-experience. Their error is in the pronunciation of the past verb form. The data which is available in this article is coming from the students' words. In this research the main instrument to collect data is the researcher itself.

The researchers saw the students who read their recount text in front of the class. Then we analyze one by one what they had read and replaced it by themselves. After that the researchers make a note when there are some error pronunciation about what they had read. Because when they had error pronunciation, the researchers are ready to make a note. Because the error pronunciation would be the data of the article. The last, researchers will summarize the data which has been collected.

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Research Result and Discussion

In this section after doing research, we find that there are some errors in the use of the words in sentences by students of S1 English Education Departmen of Nahdlatul Ulama University of Surabaya when they do a presentation. The data will be analyzed by using several theories like have been written in the introduction. Self-monitoring or someone do undecided is a language misconception in which there is trouble in the speech movement, avoiding an person from speaking capably. The theory focuses attention on individual self-control to manipulate images and impressions of others about themselves in social interaction (Shaw & Constanzo, 1982).

From the theories that is obtained in this journal, it can be seen that self-monitoring can be as the fence of the students in S1 English Education Department of Nahdlatul Ulama University of Surabaya. But, as long as the students know their mistake and correct it later, the students should never feel afraid of making the presentation using English or speaking with the other.

From 13 students which doing self monitoring are only 3 students who make mistakes and do self - monitoring like shown in the table below and 10 students doing conversation correctly without mistakes. From this phenomena we can see that the 5th semester students of English department of Nahdlatul Ulama Universitie mostly can do conversation correctly and they are not in the unsuccessfully condition of producing language when they presentation about recount text of their holiday experience. So, this research conclude that self correction or self monitoring seldom to be used in the english class of S1 English Education Department.

From the students as the correspondent of the data sources, the data is gained. We can see from the table below:

Table 1. The data source from S1 English Education Students at UNUSA

No.	Name	Example	Should Be
1.	Anita Firdaus	'Last week ago my family and I **go** to....'	"**went**"
		'before we enter the gate we **buys** some tickets…'	"**brought**"
2.	Silpi Wahyunita	We **have** wonderful holiday in Bali	"**had**"
		I **swim** two or three times a day, but my brother Fachri just **spend** all his time lying on the beach with his eyes **close**.	"**swam**", "**spent**", and "**closed**"
3.	Rina Indah Rahmawati	First, I **wake** up an hour late because my alarm clock didn't go off.	"**woke**"
		Next, I **run** out of the house trying to get the 9:30 bus, but of course I **missing** it.	"**ran**" and "**missed**"

The theory focuses attention on individual self-control to manipulate images and impressions of others about themselves in social interaction (Shaw & Constanzo, 1982). From the explanation stated by Shaw and Costanzo that people can do individual self control when they do an error in delivering speech, especially in english language. It can be seen from the data that was gained from the students in S1 English education department in UNUSA that these 3 students still do a mistake in delivering a conversation. From the students who makes mistake in the middle of their conversation they doing correction directly, for example they said '*go*' and they correction by them self '*went*'. When doing or correction, it is include of self-monitoring. From the phenomena that happened in the class, it can be concluded that the theory and the data that available in this journal are matched.

Conclusion and Recommendation

From 13 students which doing self monitoring are only 3 students who make mistakes and do self - monitoring like shown in the table below and 10 students doing conversation correctly without mistakes. From this phenomena we can see that the 5th semester students of English department of Nahdlatul Ulama Universitie mostly can do conversation correctly and they are not in the unsuccessfully condition of producing language when they presentation about recount text of their holiday experience. So, this research concludes that self correction or self monitoring seldom to be used in the english class of S1 English education department.

For the future researches, researcher can recommend to do a research in the same field but different aspect. Such as, stuttering, silent pause or filled pause, etc. so, the next researcher not only understand about the error speech in the middle of conversation in presentation but also they can also doing a research in the speech of radio speaker, television program, or in the movie.

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