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SLIPS OF THE EAR IN PERCEIVING NON-JAVANESE ACCENTED CHILDREN' SPEECH WITHIN A QUIET SITUATION

Keliru Dengar dalam Memahami Ucapan Anak-Anak Beraksen Non-Jawa dalam Situasi Hening

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Abstrak: Dalam psikolinguistik, keliru dengar (*slips of the ear*) yang melibatkan area persepsi ucapan telah tercatat dalam data dalam beberapa tahun terakhir. Fenomena keliru dengar terjadi karena kesalahpahaman seseorang terhadap apa yang telah disampaikan oleh pembicara, baik dalam situasi hening maupun ramai. Tujuan dari penelitian ini adalah untuk mengetahui jenis dan tipe keliru dengar yang paling sering terjadi menurut Bond (2005). Peserta dalam studi ini adalah 40 siswa dari kelas 3, 4, dan 5 SDN 1 Gubeng Surabaya yang tidak memiliki gangguan pendengaran dan menggunakan bahasa Indonesia sebagai bahasa pertama mereka. Metode yang digunakan adalah *pre-experimental design* dengan memberikan tugas menyimak. Mereka menyimak suara pembicara yang menggunakan dua aksen berbeda (Dayak-Melayu dan Minang) dan harus melengkapi sepuluh kalimat yang sudah disediakan. Studi ini menemukan 254 jawaban salah yang diklasifikasikan ke dalam 11 jenis dari 14 jenis keliru dengar. Selain itu, jenis keliru dengar yang paling banyak terjadi dalam penelitian ini adalah ujaran *well-formed* dan *ill-formed* senilai 30,77%. Akhirnya, dapat disimpulkan bahwa dalam situasi hening dan bahasa pertama mereka sendiri pun, para peserta masih mengalami kesalahan dalam memersepsikan ucapan atau celah di setiap kalimat.
Kata kunci: Keliru dengar, persepsi ucapan, siswa SD, situasi hening

Abstract: *In psycholinguistics, slips of the ear involving the area of speech perception have accumulated data in recent years. Slip of the ear (SOE) is a phenomenon that occurs when someone misunderstands what the speaker has communicated, whether in quiet or busy environments. The objective of this current study is to identify and determine the many forms of ear slips as defined by Bond (2005), with a focus on the most commonly occurring varieties. The participants in the study were 40 elementary school pupils from grades 3, 4, and 5 at SDN 1 Gubeng Surabaya. These students did not have any hearing impairment and their first language was Bahasa Indonesia. The method used pre-experimental design by giving a listening task in which the voice of speakers used two different accents that were Dayak-Melayu and Minang. Hence, there were ten sentences in which the participants had to complete the blank space in each sentence.*

There were 254 incorrect answers, classified into 11 types out of 14 types of SOE. Furthermore, the most frequent type of SOE found is well-formed and ill-formed utterances (30.77%). Lastly, it may be concluded that even in quiet situations and in their own first language, the participants still misperceived the utterance or the gap in every sentence.
Keywords: *Elementary school students, quiet situation, slips of the ear, speech perception*

INTRODUCTION

Individuals start casual conversations during daily activity as we hear things, perceive them, and get new information from them. Even though the speaker and the listener use the first language, this error is still found in the conversation. For instance, the words '*tali*' and '*kali*' in Bahasa Indonesia, which have the same final consonant cluster ta- and ka-, make the listener fail to detect the sound. However, one thing that the phenomenon usually happens is when there is a failure or error to get the proper information as we hear it from the speakers (Bond, 1999), and there is a speech disorder that is frequently compared to the phenomenon of slip of the ear. One thing to consider is that slip of the ear is different from hearing impairment.

According to Bond (1999: p. 1), SOE, mishearing, or misperception is listening errors where the listener reports hearing something that does not match the speaker's actual words, even if it is as clear and distinct as any accurately heard speech in a casual conversation. In simpler terms, it is a listening error caused by misunderstanding.

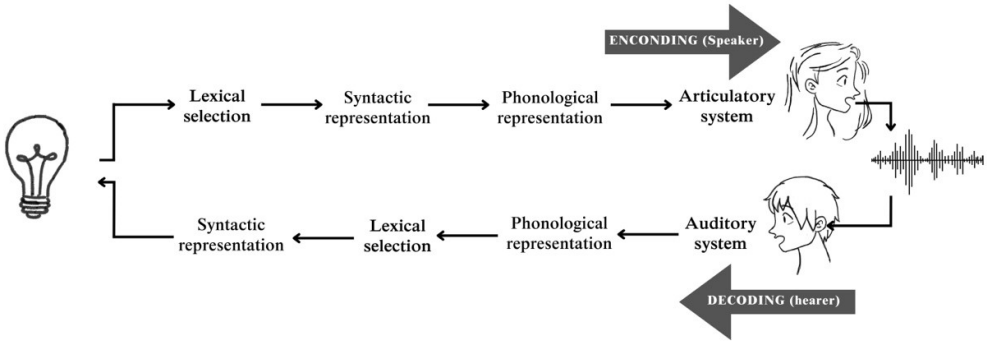
Moreover, Field (2004) refers to a listener's misperception as a SOE. SOE can occur when the listener is unable to detect what is being heard in a discussion that takes place in both noisy and quiet situations. The level of attention that listeners pay attention to speech varies because both speakers and listeners are occasionally concerned with other activities while conversing, distracted, or thinking about their own ideas. It comes as no surprise that occasionally listeners are unable to understand what a speaker has stated (Bond, 2005).

There is an exact difference in how people sometimes misunderstand the meaning of SOE and hearing impairments. Parent Information and Resources (2015) classifies hearing impairment as a permanent or fluctuating hearing impairment that negatively impacts a child's educational performance, but it does not fall under the definition of deafness. It also depends on how well a person can hear intensities (loudness) or frequencies (pitch) that are linked to speech. Furthermore, hearing impairment can affect

any or both regions—one ear or both ears. Meanwhile, the phenomenon of slip of the ear is a natural phenomenon in which a non-hearing-impaired listener fails to receive the intended message or information that the speaker says about.

SOE are one of the errors that impact language and the mind, according to psycholinguistics, which links the core processes inside the brain. This develops into a phenomenon in speech perception that illustrates the process of language perception. Speech perception explores how someone understands the message that the speaker says while processing or decoding the message (Fernandéz, 2010).

Figure 1 Steps in encoding the speakers (left to right) and decoding the hearer (right to left)



The process of decoding in speech perception has three stages, including the auditory stage, the phonetic stage, and the phonological stage (Clark and Clark, 1977). These procedures begin with the listener perceiving the utterances first before the speaker finally classifies them into a speech sound system. Psycholinguists have anticipated that the initial language will serve as the central focus of this investigation. They are more interested in finding out where first-language errors occur most frequently when it comes to learning the language.

According to Polivanov, who was the first linguist to come across errors when looking for outcomes from the processing of SOE in a second language (Eismont et al., 2018). If there is an error in their native language, which they hear in their daily lives, it should be considered as a key reason why it matters, as in, they speak their own language yet still have an error.

Possible causes of SOE are language, accent, dialect, age, and gender. Accent and dialect play a role since people come from different regional backgrounds. The mistake in speech production can be influenced by age, as the speech signals produced by children

and adults may differ. Generally, children's voices tend to be higher in pitch compared to adults. Meanwhile, gender also gives similar reasons why women's voices are higher in pitch than men.

As the participants in this study speak Indonesian and Javanese when connecting with code-switching that allows them to access two languages, Celce-Murcia on Meringer's corpus of "SOE" in the 1980s and also Labov in 1994 (cited from Bond, 2005) have stated that dialect and accent might be the two causes of misperceptions. Therefore, the researcher is interested in investigating if there is an indication of SOE and accent.

This study seeks to identify the specific types of auditory errors, known as SOE (SOE), and determine the frequency and proportion of SOE encountered by students in grades 3-5 at SD Negeri 1 Gubeng Surabaya. Additionally, this research aims to close a gap in the scant literature on SOE research that may be likely to happen if the instrument uses accented speech.

The purpose of this study is to address these inquiries. (1) What types of slip of the ear are experienced by Indonesian students in grades 3 – 5 of SD Negeri 1 Gubeng Surabaya in perceiving non-Javanese accented speech? (2) In which category is the most occurrence of slip of the ear experienced by Indonesian students in grades 3 – 5 of SD Negeri 1 Gubeng Surabaya in perceiving non-Javanese accented speech?

THEORETICAL REVIEW

Speech Comprehension and Speech Perception

Many experts have made references to speech or listening comprehension. One of the specialists claimed that it has to do with the reading or listening comprehension of language. Speech comprehension includes the process of speech perception, so speech perception underlies the knowledge of speech comprehension. Brown and Yule (1983) defined listening comprehension as "the ability to understand what has been heard". Furthermore, Goh (1998) proposed that students use cognitive strategies to help them comprehend, store, and remember new information.

In order to connect with speech perception, there are three processes of speech perception, including the auditory stage, the phonetic stage, and the phonological stage (Clark and Clark, 1977). According to Carroll (2008), listeners must classify the sounds

they hear into one of the various sound categories that are present in their own language. The environmental background often disrupts speech signals. Speech competes for our limited processing power with other stimuli. Additional auditory stimuli, such as nearby conversations and sneezing, can disrupt the transmission of a voice signal. It could influence how listeners perceive speakers. Moreover, pauses often occur due to visual cues.

Slips of The Ear

A slip of the ear (SOE) refers to a situation when a listener misinterprets or misunderstands something they hear (Field, 2004). SOE occurs when a listener is unable to notice utterances during a conversation in both noisy and quiet circumstances (Artikah, 2018). There are three types of SOE: deletion, insertion, and substitution (Bond, 2016). Deletion is the act of the listener removing the consonant from the utterance, resulting in a lack of clarity in the sound. Insertion happens when the listener adds a consonant and hears it. The last is substitution, in which the listener substitutes another consonant (cited by Cahyanie from Z. S. Bond, 2016). To further analyze this occurrence, we can utilize Bond's (2005) classification system that is based on linguistic information, as explained in the previous chapter.

Bond contends that the term "misperception" bears resemblance to the current investigation. SOE is a natural phenomenon, and her theory becomes the focus of this research. There are:

Table 1.
SOE Classification by Bond (2005)

No	Types of SOE	Linguistic Knowledge
1	Vowel Misperception	Phonetic Knowledge
2	Consonant Misperception	
3	Segment Order	
4	Phonological Reduction	Phonological Knowledge
5	Phonological Word-Formedness	
6	Language Varieties	
7	Non-Word Perception	Lexical Knowledge
8	Word Boundary Misperception	
9	Content and Function Word	

10	Morphological Misperception	
11	Well-Formed and Ill-Formed Utterances	Syntactic Knowledge
12	Constituents	
13	Argument Structure and Function	
14	Semantical Misperception	Semantic and Pragmatic Knowledge

RESEARCH METHOD

This research applied a qualitative and pre-experimental research design since the total of the chosen classes was only 4 classes, which meant there were no control variables. There was only one post-test randomized regarding ear, which SOE is an unpredicted phenomenon and a natural situation, and it was done without a pre-test and certain treatment for subjects (Seniati et al., 2005). This study also used a cross-sectional design rather than a longitudinal in which the data was collected at one time only.

The primary objective of this study was to analyze the participants' hearing answer sheets in relation to the listening task in order to investigate the research topic. The voices of a boy and a girl were recorded; they live in Jakarta, and they still speak using their original accents, which are Dayak-Melayu and Minang. The respondents were students who live in Surabaya. Ten utterances are provided to the participants, who must use them to complete the tasks on their answer sheets. The recording was played once, and she spoke in Bahasa Indonesia. The author exclusively concentrated on the incorrect responses that were considered to be inadvertent mistakes made while listening.

In order to determine the various forms of subjective emotional experiences (SOE) encountered by the participants, this study employed an audio recording as an instrument. In the audio recording, it featured non-Javanese accented speech and was recorded in a quiet situation at a normal rate.

The instrument used observation through the participants of SD Negeri 1 Gubeng Surabaya to employ the SOE phenomenon since it is naturally occurring in daily situations. The researcher employed auditory exercises to carry out this investigation. The two voices or speakers in the recording were between the ages of 9 and 10 and spoke Indonesian without any Javanese accent. This instrument is similar to the research about SOE under Syukri's project in 2015 – 2019.

The recording consisted of 10 sentences spoken by a female child and a male child

in Indonesian at a normal rate in a quiet situation. The sentences consisted of 10 questions; numbers 1, 3, 6, 8, and 10 were spoken by the female speaker; numbers 2, 4, 5, 7, and 9 were spoken by the male speaker. In each question, there was a gap that the respondents should fill.

The age of voices or speakers ranges up to 9, 10, and 11-year-old students. The female voice was produced by a girl aged 9 years old who was in grade 3, while the male voice was produced by a boy aged 10 years old who was in grade 4. The female voice spoke Indonesian with a Dayak Melayu accent, while the male voice spoke Indonesian with a Minang accent. The criteria of the speakers recorded via WhatsApp that have strong accent of Dayak-Melayu and Minang, so that it fulfilled the criteria of this present study.

There were 10 utterances spoken by classes 3 and 4, or with Dayak-Melayu accent and Minang accent, which were: (1) "*Dia anggap aku apa*", spoken by female students; (2) "*Di sana banyak Binatang*", spoken by male students; (3) "*Ketempatan acara itu penting baginya*", spoken by female students; (4) "*Suratih di kamar*", spoken by male students; and (5) "*Nanti malam akan sama temannya*", spoken by male students; (6) "*Aku senang rasa lemon*", spoken by a female student; (7) "*Dia disuruh duduk dulu*", spoken by a male student; (8) "*Yang itu lebih mudah*", spoken by a female student; (9) "*Mobilnya di jalur kanan*", spoken by a male student; and (10) "*Itu lho bukan angka*", spoken by a female student.

RESULTS AND DISCUSSION

This section presents the findings of the phenomenon of SOE that have been discovered by the researcher and experienced by 40 Indonesian elementary school students' grades 3, 4, and 5 in perceiving non-Javanese accented speech in quiet situations when the researcher was collecting the data using a listening task.

In order to address the research question, the writer must investigate two specific discoveries. Findings I provide the types of SOE experienced by Indonesian elementary students' classes 3-5 in quiet situations. It also describes the classification of more than one type of SOE based on Bond's theory (2005). Moreover, it longs to be explained because Finding II could help the writer convey a deeper analysis. Furthermore, Finding

II presents the occurrence rate of auditory misperceptions reported by participants, arranged in ascending order from the least frequent to the most frequent, using the obtained data. Finally, Interpretation provides an analysis of mishearing in relation to the research results.

The Types of SOE Experienced by The Students

In the types of slips in the ear section, it elaborates on the phenomenon experienced by Indonesian elementary school students' classes 3-5 in quiet situations. The data showed that the accent-focused SOE were still found in children regardless of whether they were placed in a quiet situation and had no hearing impairment when listening to the task. The writer utilized tables to display data on the incidence of SOE encountered by the participants. These tables included information such as data numbers, participant utterances, and categories of SOE.

The writer used PQ3 (1), PQ4 (2), and PQ5 (3) as codes in the column of data numbers. The letter P stands for participant, the letter Q stands for quiet situation, and the numbers 3, 4, and 5 point out the class of the participants. Furthermore, the numbers put within the brackets refer to the order of the participants, for instance, (1) as the first participant, (2) as the second participant, and so on. In addition, PQ3 (1) refers to the first participant in a calm environment who is in the third grade; PQ4 (2) refers to the second participant in a calm environment who is in the fourth grade; PQ5 (3) refers to the third participant in a calm environment who is in the fifth grade, and so on. The other codes used by the writer in the table are U1, U2, U3, which refer to utterance 1, utterance 2, utterance 3, and so on. If U3 is written in column type 1, it means that SOE occurred in utterance number 3, and it is classified into type 1 of SOE based on Bond's theory (2005). On the other hand, there are some incorrect answers that belong to more than one type of slip of the ear. So, in data number PQ3 (2), the writer used a comma to indicate the utterances (e.g., U3,6) in type 9 of SOE. The dash (-) written in the table shows that the participants did not experience SOE on those types. M stands for male participants, while F stands for female participants.

These are list of utterances used by the writer.

Utterance 1: *Dia anggap aku apa?* Utterance 6: *Aku senang rasa lemon.*

Utterance 2: *Di sana banyak binatang.*
Utterance 3: *Ketempatan acara itu penting baginya.*
Utterance 4: *Suratih di kamar.*
Utterance 5: *Nanti malam akan sama temannya.*
Utterance 7: *Dia disuruh duduk dulu.*
Utterance 8: *Yang itu lebih mudah.*
Utterance 9: *Mobilnya di jalur kanan.*
Utterance 10: *Itu lho bukan angka.*

Using the above data, the authors found that out of a total of 400 pieces of data provided by participants, there were 254 incorrect answers, representing 63.5% of the calculation, indicating an oversight. bottom. As can be seen from the above data, these 254 SOE consisted of 108 (27%) SOE found in third grade participants, 91 (22.75%) SOE found in fourth grade participants, and 55 SOE occurrences (13.75%) found in participants in 5th grade. The writer would like to address only the errors based on phonetic knowledge.

The Occurrence of SOE Based on the Use of Phonetic Knowledge Type 1 (Vowel Misperception)

Vowel misperception is a rather uncommon type of speech onset error (SOE) observed in participants. The writer identified seven subjects who underwent this particular sort of SOE. According to Bond (2005), vowel misperception is defined by some errors in vowel, like heights, stressed vowel, and unstressed vowel. As well as deletion, addition, and substitution, these are also commonly noticed in vowel misperception. These kinds of errors are mostly found in utterance number 10, which is:

Example (1)

Data Number : PQF3 (1), PQM3 (4), PQF3 (10), PQF3 (15), PQM4 (11), PQM4 (13), PQM5 (3).
Utterance : *Itu lho bukan …*
Target Utterance : *Itu lho bukan **angka**.*
Participants' Answer : PQF3 (1), PQM3 (4), PQF3 (10), PQF3 (15), PQM4 (11), PQM4 (13), PQM5 (3), PQM5 (6): (1) *Itu lho bukan **angke**.*

In this utterance, the participants misperceived the stressed vowel in the word "*angka*". The stressed vowel /ʌ/ is substituted with the unstressed vowel /ə/. Most participants used to change this word to "*angke*" because the voice of the instrument

uttered it with the specific accent of Dayak.

The Occurrence of SOE Based on the Use of Phonetic Knowledge Type 2 (Consonant Misperception)

Consonant misperception is also common in SOE with the notion of deletion, addition, and substitution of either the initial or final sound of the target words. Only 13 participants experienced this second type of slip of the ear. Here are some examples of consonant misperception:

Example (2)

Data Number : PQF3 (2), PQM3 (4), PQM3 (5), PQM3 (6), PQF3 (12), PQM4 (2), PQM4 (3), PQM4 (11). PQM4 (12), PQM5 (2), PQM5 (4), PQF5 (5), PQF5 (8), PQF5 (9).

Utterance : *Yang itu lebih …*

Target Utterance : *Yang itu lebih* ***mudah***.

Participants' Answer : PQF3 (2), PQM3 (4), PQM3 (5), PQM3 (6), PQF3 (12), PQM4 (2), PQM4 (3), PQM4 (11), PQM4 (12), PQM5 (2), PQM5 (4), PQF5 (5), PQF5 (8), PQF5 (9): *Yang itu lebih* ***muda***.

This particular error was made by the participants because they deleted the voiceless glottal consonant [h] which became "*muda*" in this utterance. The writer found deletion through this utterance, in Indonesian, "*mudah*" is translated as easy, while "*muda*" is a young age. There are three participants who were deleted from the same activity. This is because the last sound from the audio of the voices did not clearly say the word "*mudah*", so this influenced the participants to answer "*muda*" instead of "*mudah*".

Frequency of Types of SOE Experienced by the Students

The researcher provides an analysis of the occurrence rates of several sorts of errors made by Indonesian primary school children when detecting speech with non-Javanese accents in quiet environments. The researcher discovered that out of a total of 400 participants' answers, there were 254 wrong answers that were termed SOE. Moreover, there were 146 correct answers out of 400 participants' answers in total. As a result, it can be declared that the percentage of incorrect answers, which are considered

SOE, found in this study is 63.5%, whereas the percentage of correct answers is 36.5%. It illustrates that the number of percentages of incorrect answers is bigger than the correct answers.

Table 2.
Frequency and Percentage of SOE Experienced by Participants Grades 3 – 5

No.	Type of SOE	Linguistic Knowledge	Grades						TOTAL	%
			3		4		5			
			Freq	%	Freq	%	Freq	%		
1.	Vowel Misperception	Phonetic Knowledge	9	3,46%	14	5,38%	3	1,15%	26	10,00%
2.	Consonant Misperception		7	2,69%	4	1,54%	6	2,31%	17	6,54%
3.	Segment Order		1	0.38%	1	0,38%	0	0,00%	2	0,77%
	Quantity							**45**	**17,31%**	
4.	Phonological Reduction	Phonological Knowledge	5	1,92%	1	0,38%	2	0,77%	8	3,08%
5.	Phonological Well-Formedness		14	5,38%	14	5,38%	3	1,15%	31	11,92%
6.	Language Varieties		4	1,54%	3	0,77%	3	1,15%	9	3,46%
	Quantity							**48**	**18,46%**	
7.	Non-word Misperception	Lexical Knowledge	9	3,46%	15	5,77%	5	1,92%	29	11,15%
8.	Word Boundary Misperception		7	2,69%	11	4,23%	3	1,15%	21	8,08%
9.	Content and Function Word		19	7,31%	12	4,62%	5	1,92%	36	13,85%
10.	Morphological Misperception		0	0,00%	0	0,00%	1	0,38%	1	0,38%
	Quantity							**87**	**33,46%**	
11.	Well-Formed and Ill-Formed Utterances	Syntactic Knowledge	33	12,69%	18	6,92%	29	11,15%	80	30,77%
12.	Constituents		0	0,00%	0	0,00%	0	0,00%	0	0,00%
13.	Argument Structure and Function		0	0,00%	0	0,00%	0	0,00%	0	0,00%
	Quantity							**80**	**30,77%**	
14.	Semantical Misperception	Semantic and Pragmatic Knowledge	0	0%	0	0%	0	0%	0	0%
TOTAL			108	41,54%	92	35,38%	60	23,08%	260	100%

From Table 2, we can see that participant in grades 3 – 5 experienced errors in using four language knowledges: phonetic knowledge, phonological knowledge, lexical knowledge, and syntactic knowledge. However, no participant failed to use semantic and

pragmatic knowledge. Table 3 shows that, based on Bond's (2005) theory, the participant experienced 11 of her 14 types of SOE. They are: vowel misperception, consonant misperception, segment order, phonological reduction, phonological well-formedness, language varieties, non-word misperception, word boundary misperception, content and function words, morphological misperception, and well-formed and ill-formed utterances. The list does not contain three types: components, argument structure and function, and semantical misunderstanding.

The data shows that, in total, there are 260 SOE found in this study. It provides 45 or 17.30% of SOE on the use of phonetic knowledge, 48 or 18.46% of SOE on the use of phonological knowledge, 87 or 33.46% of SOE on the use of lexical knowledge, and 80 or 30.77% of SOE on the use of syntactic knowledge.

The most frequent types of SOE experienced by children in quiet situations are well-formed and ill-formed utterances, which resulted in a total of 80 out of 260 occurrences of SOE, or 30.77%. Bond Z.S. (2005) stated that most SOE produced were syntactically well-formed utterances in that the portion that was wrongly perceived did not produce syntactic deviance. In this current study, it reached 12.69 % (in class 3) before going down to 6.92% (in class 4) and going up to 11.15% (in class 5). It revealed that even though the listener expects well-formed utterances, the misperceptions (or SOE) were ungrammatical to various degree.

Utterance: *Yang itu lebih …*

Target Answer: *Yang itu lebih* ***mudah***.

Participants' Answer:

PQM3 (4), PQM3 (5), PQM4 (13), PQM4 (15): *Yang itu lebih* ***indah***.

PQM4 (12): *Yang itu lebih* ***buram***.

PQM5 (2): *Yang itu lebih* ***tua***.

PQF5 (5), PQM5 (10):*Yang itu lebih* ***bijak***.

PQM5 (6): *Yang itu lebih* ***banyak***.

Although the listeners expect syntactic well-formedness; apparently, the syntactic structure does not constrain interpretation of utterances to the same degree that phonological structure does.

There is only one that showed a minor deviation from well-formedness, such as:

PQF5 (9): *Yang itu lebih* ***menjang***. "*Menjang*" is a misperception (or SOE) that is ill-formed, showing it does not exist in Indonesian. Nevertheless, the ill-formedness is still within syntactic well-formedness.

In terms of the number of occurrences of SOE from grade 3 to grade 5, it seems it tends to decrease. It might happen because they might apply strategies based on their extensive knowledge of the structure of their language.

CONCLUSION

SOE can happen during everyday speech in both quiet and noisy environments. In this present study, the misperception or incorrect answers of an utterance can be categorized into more than one type of slip of the ear. There were 10 target utterances, which are U1 to U10, that can be classified from 1 type of slip of the ear to 6 types of slip of the ear. The perception that does not meet the utterances with unpredictable responses, misperception, or SOE occurs. In this present study, even in a in a quiet situation or in a quiet room in their first language, the participants still experienced SOE with many incorrect answers and most occurrences of this type of slip of the ear. The researcher discovered that the most frequent type of SOE experienced by the children in a quiet situation is type 11, which is a well-formed and ill-formed utterance with a total number of 80 occurrences of SOE, or, as it can be said, 30.77%.

SOE is a common phenomenon that exists in daily life. It may happen to those who have no problem with their hearing. Furthermore, further research needs to be done with different focus and accents in relation to this phenomenon, either in noisy or quiet situations or in other natural settings. The future researchers can also focus on other range of sex, such as men or women, so that the more comprehensive explanation as the results of research on SOE could be gained.

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