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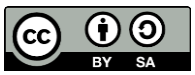

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An Analysis of The Different Style between British and American Phonological System in The Sophomores' Speech Errors at Senior High School

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Abstract

This research aims to discover and analyze the problems of speech process between British and American phonological system faced by the students. It particularly examines the impact of language phonotactics on speech errors. Data were collected from random sample of sophomores in SMAN 1 Labuhan Deli using descriptive quantitative method. Data collection in techniques started from recorded, rated, and analyzed. The researchers put the data analysis results grouped into two parts, the frist one is total production of speech errors, then the second id analysis of chosen words in British and American accent which systematically categorized based on IPA and other indicators. According to the results, students were fail to speech smoothly. The data of students' speech errors showed that the highest and lowest percentage happened in correction (193 times (14%) and slip of tongue 110 times (8%), with the mode value 13%. While in phonological systems data samples, either British or American has ryhthm as the indicator with the lowest score. Based on the data, the researchers found the mode value is in score 4. It means that the speech errors indicator, correction, occured by the affect of different rhythm between British and American accent, but the mistake did not really disturb the meaning.

Keywords: American; British; indicators; phonological systems; speech errors.

Introduction

The scientific research of speech errors full of interesting facts for phonologists. The phonological system correlation is found when checking an adequately large set of speech errors. For example, syllable position constraints occurred when the sound slides into the same syllable position as its source (Boomer and Laver 1968; Fromkin 1971). Speech errors also show the similar effects of the phonological system, in which the intentional and false voices tend to appear phonetically similar (Cutler 1980; Dell and Reich 1981). And another mode based on the Dell and Mackay writings is the repetitive phoneme effect.

Speech errors are affluent to be found in phonological systems research, moreover between two different styles like British and American. The speech errors are divided into few common types according to Clark and Clark, here are the indicators:

- Silent pause
- Filled pause
- Repetition
- Unretraced
- Retraced
- Corrections
- Interjections
- Stutters
- Slip of tongue

The form of speech errors reinforces basic assumptions of phonology. For instance, monophonic effects indicate that most sound errors affect individual components rather than sequences or features as Nooteboom and Shattuck-Hufnagel stated. The phonological regularity effect probably is the most direct constraint related to phonology, according to which speech errors are phonological standards (Stemberger 1983; Wells 1951).

These validities have led to many convergent theories in contemporaneous phonology and language production research. It indicates commonalities occurred around particular premises about phonological systems and speech errors. And according to Fromkin (1971), they are used for describing phonological distributions and processes in phonology, also as the essential units of speech planning. Thus, they make speech errors almost inexplicable to notice without acknowledging the phonological system (Dell 2014).

The phonological system is the systematic organization of sounds and symbols in spoken language. It does not only study the phonemics of spoken language but also include any linguistic analysis, either at the sub-word level or at the level where sounds orsymbols are located and structured to express linguistic meaning (William, 1978). Speech errors are sensitive to these affinities; when features shift in instinctive speech errors, theyoccurred not as the variant applicable to the intended setting but to the one they are pronounced in.

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The two most commonly used versions of English are British and American. The different styles between their phonological systems can be seen from various aspects. British tends to keep the spelling of many words from the French origin, while American tries to spell words more closely and use letters that are not needed. These are the indicators in a brief analysis of the following phonological system:

- English phonemic inventory
- Realization
- Distribution
- Spelling
- Stress
- Rhythm

Phonological awareness is a individual awareness about the phonological or sound structure of words. Students must know what they have listened about and can copy the word by themselves (Gilon, 2004). Thus, this research aimed to determine some characteristics of the phonological system differences between *American Standard English (SAE)* and *Received Pronunciation (RP)* in British, and whether these differences can be regarded as a contrastive effect in speech errors.

Problem of The Research

According to the background of study above, the researchers need to find the answer of the problems, as bellows:

1. What are the different style between British and American phonological systems in the sophomores' speech errors at SMA Negeri 1 Labuhan Deli ?
2. What is the cause of the different style between British and American phonological systems in the sophomores' speech errors at SMA Negeri 1 Labuhan Deli?
3. What is the strategy used to overcome the different style between British and American phonological systems in the sophomores' speech errors at SMA Negeri 1 Labuhan Deli ?

Objective of The Research

According to both of the background and the research problems above, the researchers formulated the objective of the study, as bellows:

1. To find out the different style between British and American phonological systems in the sophomores' speech errors at SMA Negeri 1 Labuhan Deli.
2. To find out the cause of the different style between British and American phonological systems in the sophomores' speech errors at SMA Negeri 1 Labuhan Deli.
3. To find out the strategy used to overcome the different style between British and American phonological systems in the sophomores' speech errors at SMA Negeri 1 Labuhan Deli.

Limitation of The Research

In the analysis of the different style between British and American phonological systems in the sophomores' speech error at SMA Negeri 1 Labuhan Deli, the researchers limited the research on the phonological system comparison includes a brief analysis of the current indicators and the common types of speech errors in the discourse speech test.

Significant of The Research

The researchers hoped this research can serve some useful informations, both theoretical significances and practical significances either for students or another researcher.

A. Theoretical Significances

This paper are written to analyse the different style between British and American phonological systems using theories, even though there were many materials about said topic, the researchers hoped this paper could support the another researchers or readers.

B. Practical Significances

a. For The Students

This research could be used to give the students a clear information about the different style between British and American phonological systems in the speech errors through comparison brief analysis and overcome the errors in practicing speech.

b. For The Researchers

This research could be used as a reference and motivation to another researcher in further research dealing with phonological systems and speech errors.

Method

Research Design

The design of the research is a descriptive quantitative research. Cresswell (2012, p.13) stated, the research quantitatively described a research question of need toexplain the relationship between the variables. There's a subtle difference of descriptive research in Gay and Fraenkel theories. Fraenkle explained descriptive research is a research design that simply attempts to describe a phenomenon, subject, or area accurately based on the fact, while according to Gay, descriptive research is a design used to identify and describe how things are. From the explanation above, the researchers concluded that this research can be included in the content analysis of different phonological systems, to identify the existing phenomena of the students' speech errors.

Research Subject

In this research, the subject was the sophomores in SMA Negeri 1 Labuhan Deli. The subject selected by researchers to analyse the relation between the different phonological systems and the speech errors.

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Research Instrument

A research instrument is a tool the researchers use to gather data in facilitating their work and achieving adequate results, making it more accurate, complete and systematic, so the data is processed easier. The researchers used the testing technique as a data collection tool. Brown eexplained that the test is a method of measuring an individual's ability, knowledge or performance in a particular area.

Data Sources

The researchers used the record of students practicing speech by a short discourse given by the researchers as the primary data. It will be consisting of words with two different styles of phonological systems (British and American).

Population and Sample

This research have had population of all the sophomores at SMA Negeri 1 Labuhan Deli. They were devided into "MIA" for natural science and "IIS" for social science. This two major consist of 160 students in five classes. The sample in the reasearch was simple random sampling. The amount of the samples was 30 students which came out from the theory by Arikunto (2006), that if the amount of population was less than 100, the sample was taken after 50% of it. But if the amount of population was more than 100, the sample was only taken after 15% – 25% of it.

Technique for Collecting Data

Collecting data is one of the important steps in conducting research. The data collection technique used by the researchers in this research is a test technique, as it already is written in the research instrument. Testing is a technical tool for collecting data research. It is a tool that follows accurate and authentic researchers (Brown, 2003).

The researchers gave students a short discourse containing words with two different styles of phonological systems (British and American). Then asked them to practice speech in front of the class one by one while the researchers record it. The analysis was performed using a few steps, as follows:

1. Errors Identification

   Researchers created phonetic transcriptions of two different styles of the phonological system and ones from the students' speech record transcript. Then the researchers gave all the audio record to the rater for playback and grading.
2. Misclassification

   The rater classified errors for each word in the spoken words based on written data on the phonological systems rating score (by Likert scale) and students' speech errors.
3. Error quantification

   In this step, the data is processed using Sudjono's formula (1989)

$$P = \frac{fq}{n} \times 100\%$$

In which:

P = precentage of errors
fq = frequency of errors
n = total number of errors
100% = constant value

4. Draw conclusions

The final step was to determine the data based on the analysis. The researchers drew valid conclusions of a brief analysis of different styles between British and American phonological systems in speech errors.

Tests used to examine the validity of students' language skills. According to Hughes, if the data measures exactly what it is intended to measure, then it is proven valid. The researchers regarded the instruments reliability and validity themselves is a test to acquire such a reliable and valid instrument. The criteria of validity test was $R_{value} \geq R_{table}$.

Table 1. The Validity Results (X_1 dan X_2)

No.	Aspect	British		American		Explanation
		Correct Item Total Collection	*Sig. (2-tailed)*	*Correct Item Total Collection*	*Sig. (2-tailed)*	
1.	English Phonemic Inventory	0.630	0.000	0.711	0.000	Valid
2.	Realisation	0.666	0.000	0.789	0.000	Valid
3.	Distribution	0.650	0.000	0.662	0.000	Valid
4.	Spelling	0.638	0.000	0.654	0.000	Valid
5.	Stress	0.568	0.000	0.844	0.001	Valid
6.	Rhythm	0.569	0.000	0.886	0.001	Valid

Table 2. The Validity Result of Speech Errors (Y)

No.	Aspect	***Correct Item Total Collection***	***Sig. (2-tailed)***	Explanation
1.	Silent Pause	0.596	0.001	Valid
2.	Filled Pause	0.697	0.000	Valid
3.	Repetition	0.496	0.005	Valid
4.	Unretraced	0.564	0.001	Valid
5.	Retraced	0.563	0.001	Valid
6.	Correction	0.522	0.003	Valid
7.	Interejection	0.657	0.000	Valid
8.	Stutter	0.555	0.001	Valid
9.	Slip of Tongue	0.416	0.022	Valid

As Fraenkel stated, reliability is the consitently stable results of instrument,

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and Cohen stated the criteria of reliability as in the table below:

Table 3. Reliability Criteria

No.	Score	Criteria
1.	**≥0.90**	**Very highly reliable**
2.	**0.80 – 0.90**	**Highly reliable**
3.	**0.70 – 0.79**	**Reliable**
4.	**0.60 – 0.69**	**Minimally reliable**
5.	**≤0.60**	**Unacceptable low reliable**

Table 4. Research Instruments Reliability

No.	Variable	Reliability Score	N of Items	Explanation
1.	**British Phonological System**	**0.738**	**7**	**Reliable**
2.	**American Phonological System**	**0.788**	**7**	**Reliable**
3.	**Speech Errors**	**0.736**	**10**	**Reliable**

Results

Research Findings

In this chapter, the writers delivered data analysis about the different styles of the British and American phonological systems which in some way, influenceed the quality of students' speech proficiency. The analysis included phonological system variation in both accents as an indicator in phonetic system difference theory and speech error variation as an indicator in speech error theory. As a guide for this research, the writers used some theories. The writers chose eleven words for each accent within a discourse titled *Public Relations* at *The Learn English Online British Council* website to be analysed based on the variations of phonological system differences. Here are the chosen words:

Table 5. The Selected Words Used British and American Phonological System

No.	British	American
1.	University	Particular
2.	Association	Internship
3.	Portfolio	Extremely
4.	Enthusiastic	Ambitious
5.	Contacts	Important
6.	Coordinator	Better
7.	Responsibility	Tackle
8.	Role	Executive
9.	Different	Interesting

10.	Talent	Journalism
11.	Background	Otherwise

1. The Analysis of The Phonological System Variations

a. British Phonological System

The phonological system variations analysis of the selected couple of words which are pronounced in British accent is in the table below:

Table 6. The Phonological System Analysis for The British Selected Words

NO.	Words (RP)	English Phonemic Inventory	Realisation	Distribution	Spelling	Stress	Rhythm
1.	University	- Vowel /ə/ which derived from the loss of /r/	- Vowel length /ɔəː/	- Distribution of /r/, which doesn't occur before another consonant /s/	juːnɪ'vəːsɪti	"YOO" + "nuh" + "VUR" + "suh" + "tee"	Stress-timed language
2.	Association	–	- Realisa-tion of diphthong /eɪ/	- Distribution of "o" which correspond to /əʊ/	əsəʊʃɪ'eɪʃ(ə)n	"uh" + "SOH" + "see" + "AY" + "shuhn"	Stress-timed language
3.	Portfolio	- Vowel /ɔ/ which derived from the loss of /r/, to be /ɔː/	- Vowel length /ɔəː/	- Distribution of /r/, which doesn't occur before another consonant /t/ - Distribution of "o" which correspond to /əʊ/	pɔːt'fəʊlɪəʊ	"pawt" + "FOH" + "lee" + "oh"	Stress-timed language

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4.	Enthusiastic	–	- Vowel length /θjuː/	–	ɪn,θjuːzɪ’astɪk	"in" + "THYOO" + "zee" + "AST" + "ik"	Stress-timed language
5.	Contacts	–	–	- Distribution of “o” which correspond to /ɒ/ - Distribution of “a” which correspond to /æ/	‘kɒntækts	"KON" + "takts"	Stress-timed language
6.	Coordinator	- Vowel /ɔ/ which derived from the loss of /r/, to be /ɔː/	- Vowel length /ɔː/	- Distribution of /r/, which doesn’t occur before and after another consonant /d/ and /o/ - Distribution of “o” which correspond to /əʊ/	,kəʊ’ɔːdɪneɪtə	"koh" + "AW" + "duh" + "nay" + "tuh"	Stress-timed language
7.	Responsibili-ty	–	–	- Distribution of “o” which correspond to /ɒ/	rɪ,spɒnsɪ’bɪlɪti	"ri" + "SPON" + "suh" + "BIL" + "uh" + "tee"	Stress-timed language
8.	Role	–	–	- Distribution of “o” which correspond to /əʊ/	rəʊl	"ROHL"	Stress-timed language

9.	Different	–	–	- Distribution of /r/, which occur before another vowel /ə/	‘dɪf(ə)r(ə)nt	"DIF" + "ruhnt"	Stress-timed language
10.	Talent	–	–	–	‘talənt	"TAL" + "uhnt"	Stress-timed language
11.	Background	–	–	- Distribution of “o” which correspond to /əʊ/	‘bakgraʊnd	"BAK" + "grownd"	Stress-timed language

Table 7. The British Phonological System Data Sample

Number	English Phonemic Inventory	Realisation	Distribution	Spelling	Stress	Rhythm
1	3	4	3	4	3	2
2	5	5	4	4	4	2
3	5	4	5	5	2	3
4	3	4	4	4	5	4
5	4	5	5	3	3	2
6	3	3	3	4	3	3
7	4	4	4	4	5	3
8	4	5	5	5	3	4
9	4	4	3	4	4	2
10	5	5	5	5	4	4
11	3	3	4	3	5	4
12	4	4	5	4	5	5
13	5	5	5	4	4	4
14	5	4	5	5	4	2
15	4	4	4	4	5	3
16	5	4	4	5	3	4
17	4	3	3	4	3	4
18	5	5	4	5	5	4
19	5	4	5	4	1	4
20	4	3	4	3	2	3
21	5	4	5	4	5	4
22	4	4	3	3	3	1

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23	4	3	4	4	4	4
24	2	4	4	5	3	2
25	5	5	4	5	5	4
26	5	5	5	5	4	3
27	4	4	4	4	4	1
28	4	3	4	3	1	2
29	5	5	5	5	4	1
30	4	4	4	4	4	1
Total	**126**	**123**	**126**	**125**	**110**	**89**
Mode	**4**	**4**	**4**	**4**	**4**	**4**

b. American Phonological System

The phonological system variations analysis of the couple of chosen words which are pronounced in American accent is in the table below:

Table 8. The Phonological System Analysis for The American Selected Words

NO.	Words (SAE)	English Phonemic Inventory	Realisation	Distribution	Spelling	Stress	Rhythm
1.	Particular	- Underived vowel /ə/ before /r/	–	- Distribution of /r/, which occur after vowel and before consonant, /ə(r)/	pə(r)'tɪkjələr	"per" + "TIK" + "yuh" + "ler"	Stress-timed language
2.	Internship	- Underived vowel /ə/ before /r/	–	- Distribution of /r/, which occur before another consonant /n/	'ɪn,tərn,ʃɪp	"IN" + "turn" + "ship"	Stress-timed language
3.	Extremely	–	–	–	ɪk'strimli	"ik" + "STREEM" + "lee"	Stress-timed language

4.	Ambitious	–	- Vowel length /æ/	- Distribution of "a" which correspond to /æ/	æm'bɪʃəs	"am" + "BISH" + "uhs"	Stress-timed language
5.	Important	- Underived vowel /ɔ/ before /r/	–	- Distribution of "o" which correspond to /ɔ/ - Distribution of /r/, which occur before vowel /ɔ/ another consonant /t/	ɪm'pɔrtnt	"im" + "PAWR" + "tnt"	Stress-timed language
6.	Better	- Underived vowel /ə/ before /r/	–	- Distribution of /r/, which occur in final word	'bɛdər	"BET" + "er"	Stress-timed language
7.	Takle	–	- Vowel length /æ/	- Distribution of "a" which correspond to /æ/	'tæk(ə)l	"TAK" + "uhl"	Stress-timed language
8.	Executive	–	–	–	ɪg'zɛkjədɪv	"ig" + "ZEK" + "yuh" + "tiv"	Stress-timed language
9.	Interesting	–	–	–	'ɪnt(ə)rəstɪŋ	"IN" + "ter" + "uh" + "sting"	Stress-timed language
10.	Journalism	–	–	–	'dʒərnl,ɪzəm	"JUR" + "nl" + "iz" + "uhm"	Stress-timed language

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11.	Otherwise	–	–	- Distribution of /r/, which occur before vowel /ə/ another consonant /w/	‘əðər,waɪz	“UHTH” + “er” + “wahyz”	Stress-timed language

Table 9. The American Phonological System Data Sample

Number	English Phonemic Inventory	Realisation	Distribution	Spelling	Stress	Rhythm
1	3	2	2	4	3	2
2	4	4	4	5	4	4
3	3	2	2	4	3	2
4	4	3	3	4	4	3
5	5	3	3	4	5	3
6	4	3	3	5	4	3
7	5	4	4	5	5	4
8	5	3	3	4	5	4
9	5	4	4	5	5	4
10	5	5	5	4	5	5
11	4	4	4	5	4	4
12	4	4	4	4	4	4
13	5	4	4	5	5	5
14	4	5	5	4	4	5
15	4	4	4	5	4	4
16	5	5	4	5	5	5
17	4	5	5	4	4	5
18	5	5	5	5	5	5
19	4	5	5	4	4	4
20	4	4	5	4	5	4
21	3	4	5	4	4	4
22	3	4	4	4	3	4
23	4	2	4	2	3	2
24	4	3	1	3	3	3
25	4	4	1	4	4	4
26	3	4	4	4	3	3
27	1	4	4	4	2	2
28	1	4	3	4	3	4
29	1	3	3	3	3	3

30	3	3	4	3	3	3
Total	**113**	**113**	**111**	**124**	**118**	**111**
Mode	**4**	**4**	**4**	**4**	**4**	**4**

According the analysis of the British and American words in the table 6 and 8, not all of the chosen words can be fully identified by each phonological system indicators. And based on the data quantification above, the two highest sum of the indicator scores appeared at the distribution (126) and spelling (125) in British, then at spelling (124) and stress (118) in American, but for the lowest, either British or American has ryhthm as the indicator. The researchers found the mode value is in score 4, which means that mistake is likely to happened but it doesn't really disturb the meaning.

2. The Explanation of Speech Errors Data Sample

The error frequency criteria of each indicator is taken from the explanation of the rating score from the Likert scale and analysed by the rater displayed on the table below:

Table 10. The Explanation of Samples on Speech Errors

No.	Silent Pause	Filled Pause	Repetition	Un-retraced	Re-traced	Correction	Inter-jection	Stutter	Slip of Tongue
1	4	4	2	4	9	8	7	9	6
2	6	5	6	4	1	4	6	6	4
3	2	1	2	4	2	4	2	4	2
4	5	4	6	6	6	4	4	6	4
5	9	6	6	5	4	6	8	6	4
6	4	7	4	6	9	8	8	9	6
7	8	4	4	5	9	6	6	4	4
8	7	4	4	8	4	8	6	6	2
9	4	1	2	4	4	4	4	4	4
10	4	2	2	4	8	4	9	4	4
11	8	7	4	6	4	8	6	9	6
12	2	4	4	2	4	4	2	4	2
13	4	4	4	8	9	8	4	4	2
14	8	8	9	4	7	7	6	4	4
15	8	7	8	4	8	8	4	9	4
16	8	4	8	8	4	8	6	8	2
17	8	8	4	4	8	8	4	4	6
18	4	8	8	8	8	8	6	4	2
19	9	4	9	8	8	8	4	4	4
20	8	4	2	4	8	7	4	4	4
21	4	4	9	4	2	2	2	2	4
22	4	7	4	4	8	8	3	2	6

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24	9	8	4	8	4	4	4	2	4
25	5	4	2	4	4	8	2	4	2
26	4	2	2	2	4	7	2	4	2
27	4	4	4	4	8	8	4	4	2
28	8	6	9	8	8	4	6	8	4
29	9	8	2	4	4	8	6	9	2
30	8	4	4	3	4	6	4	2	4
Total	179	151	142	155	179	193	143	153	110
P	13%	11%	10%	11%	13%	14%	10%	11%	8%
Mean									
Min									
Max									
Mode									

The frequency of the speech errors data sample analyzed by the rater shows that each indicator has almost an equal sum and percentage of errors, namely 179 times silent pause (13%), 151 times filled pause (11%), 142 times repetition (10%), 155 times unretraced (11%), 179 times retraced (13%), 193 times correction (14%), 143 times silent pause (10%), 153 times stutter (10%), 110 times slip of tongue (8%).

Based on the quantifying above, the highest percentage of errors happened in correction, and the lowest indicator is slip of tongue. The researchers found the mode value in the data is 13%, which means that the indicators of speech errors (besides correction) likely to happen are silent pause and retraced. And the data has an equal percentage for the average and median, which is 11%.

Diacussion

English is a common language, but when it comes to listening to Americans and Brits speak, nothing is more alike. The words are spelt the same but pronounced different. When the first immigrants sailed to America from England, they brought the spoken language of the day, based on what is called *rhotic speech* (pronouncing the /r/ in a word). The new upper-class people from wealthy southern cities in Britain initiated transforming their *rhotic speech* to a delicate /r/ to differentiate themselves Thus they spelt *better* as "bet-tuh" rather than "bet-ter". The speaking style is known as *Received Pronunciation (RP) in British*.

British and American has very different lexica because they were arranged together by distinct authors with each perspective of the language. The British were written by academics from London and the American were created by a lexicographer named Noah Webster. To show independence aside from the British rule in the previous as a sign, He prefered the spelling in American to be not only simpler but also different from the British. Webster removed the missive "*u"* within

words such as *dialogue* — words that had evolved by influence of French — and replaced it with *dialog*. It also occurred to the ones end with -ise that transformed to -ize because he supposed spelling in SAE should reflect on how exactly it's expressed.

From the analysis in table 6 and 8 above, the phonological systems have the following comparison from a brief analysis of some indicators.

1. The English Phonemic Inventory

   The fact about differences between *Received Pronunciation (RP)* as known as British and *Standard American English (SAE)* for American, started centuries ago and led to a different system, mainly in vowels, as the two consonant structures are relatively identical. For example, some RP vowels, especially those historically derived from missing /r/, do not exist in SAE. Furthermore, RP differentiates between /ɑː/, /ɔː/, and /ɒ/, whereas SAE only has /ɑː/ for these three words. For the example is the word *portfolio* in table III.2, which vowel /ɔ/ which derived from the missing /r/, to be /ɔː/.

2. Realisation

   Achieving vowel length seems to be more significant in RP than in SAE. /ɑː/ and /ɔː/ convey RP vowels and /ɑ/ and /ɔ/ for SAE, declaring that in the latter: "The difference length of vowels is smaller than in RP, and length markers are generally not used for phonemic transcription" (Friseur, 1999, p.243).

   Furthermore, SAE requires an equivalent approach more necessary for the realisation of length than in RP. /ɑː/ was submitted in RP to substitute /æ/ before voiceless fricatives /f/, /s/, /θ/, and occasionally in /n/ .

   Regarding diphthongs, /ɪə/ does not appear in SAE, so it can be achieved differently by replacing it with /ɪ/, /iː/, or /j/. The second feature distinguishing SAE diphthongs is the realisation of /eɪ/ and /aʊ/. While SAE is closer to diphthong /eɪ/ than in RP, the first element of /aʊ/ in SAE tends to be further forward in RP.

3. Distribution

   When the phonemic context is not similar to another, the distribution of phonemes may be different. The two systems differ in the allowed phoneme combinations. For example, the distribution of /r/ is different; it does not appear at the end of a word or before another consonant in RP, whereas the /r/ before other consonants and at the ending in SAE is predictable.

   For the vowel system, some words spelt "a" in RP English may correspond to /æ, ɑː, ɒ/, while in SAE /æ, ɑː, ʌ/, words spelt "o" generally correspond to /ɔː, ɑː / in RP and /ɔː, ɑː, oʊ/ in SAE depends on the following fragment. According to Trudgill and Hannah (2002), in SAE, most words spelt "o" before ng, g, or voiceless fricatives /f/, /s/, and /θ/ are primarily implemented with /ɔː/. However Peter Roach (1943) stated, although the consonants and vowels of word are related, we will discover that they are

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pretty difficult to be specifically interpreted when we want to examine them scientifically.

4. Spelling

   Different pronunciations also come from different spelling. A word in British English is not the same as in SAE. However, we must remember that not all differently spelt words necessarily have different realisations.

5. Stress

   Except for loanwords and compound words, the stress quality mostly remained stable. Mostly in RP, the stress is on the second syllable in and the first syllable in SAE. But other cases in RP, like the words end with –ory or –ary which had polysyllable model, the stress are often reduced on other syllable, while in SAE; primary stress remains difficult.

6. Rhythm

   The interval equals syllables in an utterance indicates that RP and SAE are stress-timed. RP uses more signicant stress and pitch range than SAE, making it too emotional for American speakers. As Barber (1999) stated, there's another stress called *secondary stress* within the same word of SAE, while RP uses several weak ones beside one intense stress syllable.

The findings reveal a new engaging fact about the phonological systems of speech errors. Phonotactic violations occur primarily due to rhythm which is led to corrections. As discussed in the background of the research, syllable position constraint occurs when a sound slides into the same syllable position as its source. In these phonological systems, either British or American is called a stressed language because the rhythm of English words comes from stressed syllables, which are the beats between stressed syllables. Thus, language problems arise when students seem to be unaware of this knowledge. It brings them to find ways to correct sentences, which in this case is the correction.

The strategy to overcome the different styles of British and American phonological systems in speech errors is maintaining pronunciation through speaking skills. It requires a focus on certain features in both versions (British and American), like the specific sounds of a language (segments). And the aspects of phonetics such as spelling, intonation, timing, rhythm (supra-segmental), and stress are above the level of the particular sound. Students also need to take notes on how to project the sound (voice quality). Each of the pronunciation's aspects is simply drafted as further references for study and practise.

The characteristic traits of planning units in speech coding by creating speech plans by specifying and retrieving the phonological content of words is another possible commonality between phonological systems analysis and speech production. In many speech production models, phonological features and sub-syllables are recognised as planning units (Fromkin 1971; Stemberger 1983), while other syllable structures play an additional role, although not actively set in some models (Chen 2000; Dell 1986). Therefore, this converging view can be used to

examine the effects of phonological systems in speech errors.

Conclusion

Acording to the findings and discussion in chapter III, the researchers drew several conclusions from a research about the different styles between British and American phonological system in sophomores' speech errors of Public Relation – a discourse written at The Learn English Online British Council website. The researchers used Clark and Clark theories for the variables in the research, Sudjono's formula for the speech errors quantification, and Sugiono's for the data classical assumption test.

The researchers found that the highest and lowest percentage of speech errors indicators in the quantified data happened in correction 193 times (14%) and slip of tongue 110 times (8%), with the mode value 13%. It means the indicators of speech errors beside correction that likely to happen are silent pause and retrace. In the British and American phonological data samples, the two highest sum of the indicator scores appeared at the distribution (126) and spelling (125) in British, then at spelling (124) and stress (118) in American, but for the lowest, either British or American has ryhthm as the indicator. The researchers found the mode value is in score 4, which means that mistake is likely to happened but it doesn't really disturb the meaning.

Either British or American in phonological systems are called a stressed language because the rhythm of English words comes from stressed syllables, which are the beats between stressed syllables. Thus, language problems arise when students seem to be unaware of this knowledge. It brings them to find ways to correct sentences, which in this case is the correction.

The writers would like to suggest the readers and the reviewers may further examine this research through the different approach and characteristics to gain more clear understanding about the phonological aspects that cause students' speech errors. And the writers also recommend the students to be more active in learning and practising pronunciation in speaking skills and ask more often about the material that they don't understand when the teacher is teaching.

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