AN ERROR ANALYSIS ON STUDENTS' SPEAKING PERFORMANCE

Uswatul Khasanah
Dr. Ahmad Haryadi, M. Pd.
Chyntia Heru Woro, M. Pd.

ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES ND ARTS EDUCATION
IKIP PGRI Bojonegoro
Uswatulkhasanah021@gmail.com

Abstract

Speaking is always an important aspect to people in their life. There are some error in speakings' performance. From speaking, people can communicate their feeling, share their ideas and opinions. The main objective of this research is to know the kind of errors that the students of SMPN 2 Padangan, Bojonegoro do in Speaking. Theoritically, this research intends to analyze the student's speaking performance.The writer uses qualitative method in this research where the writer analyze the student's speaking to know the kind of error the student do most in their speaking performance. After that, the writer describes the number of errors that the student's made. The writer describes the error in each sentence and gives an analysis. For this research, the writer analyses each student's speaking, and find out, and classifies the error he or she made, and lists them in form of tables. After analyzing the data, there are four points errors made by students. First, error in pronounciation. The second, error in grammar. The third, error in fluency and last is error in the vocabulary.

Keywords : Error Analysis, Speaking, Speaking Performance

Abstrak

Berbicara adalah aspek penting untuk seseorang dihidup mereka. Ada beberapa macam error di performa berbicara. Dari berbicara, seseorang dapat berkomunikasi perasaan mereka, menluapkan ide dan pendapat mereka. Tujuan dari penelitian adalah untuk mengetahui jenis dari error yang siswa SMPN 2 Padangan, Bojonegoro buat pada Speaking. Secara teori, penulis intens menganalisa performa speaking siswa. Penulis menggunakan metode kualitatif di penelitian ini dimana penulis menganalisa speaking siswa untuk mengetahui jenis dari error yg paling banyak siswa lakukan pada performa speaking mereka. Setelah itu, penulis menjelaskan error yang siswa buat. Penulis menganalisa setiap speaking siswa, menganalisa, dan mengklasifikasi error yg mereka buat, dan membuatnya dalam bentuk tabel. Setelah menganalisa data, ada empat jenis poin error yg dibuat oleh siswa. Pertama, pada pronounciation. Kedua, error pada grammar. Ketiga, error pada fluency, dan terakhir error pada vocabulary.

Kata kunci : analisis error, berbicara, performa berbicara.

INTRODUCTION

English has a very important role. Indeed, it said that mastering English is a prime requirement for individuaal success especially for Indonesian in facing globalization era. All students in Indonesia have been learning English since they were at fourth grade.

Learning english as a foreign language is not easy and only few succed in mastering it. According to Mackey, that the learner has had experiences with another language. A person who has been using certain language since early childhood already had experience with his language and when he started to learn a new language, he would face with the problem of different sound, words, and sentences, with different grouping.

In mastering English, all the languages skill must be applied and integrated in teaching English, especially Speaking. Speaking is always an important aspect to people in their life. Because by speaking people can communicate their feeling, share their ideas and opinions. As a language skill, speaking is sometimes undervalued, or in some circles, taken for granted.

Speaking means a lot in communication. So it means that speaking is an activity that people can communicate what they want directly and the others can grasp and give responses in a short time. As a foreign language. in our country, English has become popular for the people to use it in daily conversation or as a language reference like in teaching learning process in the classroom, the direction of using technological things

Practically, in teaching learning process in the classroom, some students do lots of mistakes or even some errors in their speaking

activity. Student often lack the confidence to just speak and not worry about making mistakes.

In this study, the writer chooses SMPN 2 Padangan as setting of the study because the score of the students in English speaking is low, only 50% students who get standardized score (Kriteria Ketuntasan Minimal). It is purposively choosen as a research setting. For that reason the writer chooses the title of this paper "Error Analysis on Student's Speaking performance (A case study at the eight grade students of SMPN 2 Padangan)".

Dulay and his friends say "Errors are the flawed side of learner speech or writing". Error are caused by lack of knowledge about target language or an incorrect hypothesis about it. Errors are noticeable and can not be self corrected. According to Els, "error are the deviations from the second language norm produced by second language learners".

METHOD
The data analysis was started after all the students' speaking performance collected. The second step in analyzing students' error was identification of the errors. The identification was done by listening the student's speaking and finding the errors. The third step was classification the error types. .According to Mahsun (2007:32) "Analyzing data is a step was held after collecting the data".

FINDINGS AND DISCUSSIONS

1.   Kind of Errors in Speaking Ability

Types of error which are written by the researcher and explaining the frequency of error on each item, the researcher would like to talk more about the errors that get high frequency in student's speaking performance

Directly, the writer interpreted the data.

1) Pronounciation

No.	Error	The error	Frequency of Error	Correction
1.	Since	sInce	1	sIns
2.	Thank	theng	1	thæ
3.	Wait	wait	1	nk
4.	Very	fery	1	weI
5.	Because	bekaus	1	t
6.	Behind	behin	1	ve:r
7.	Twice	twis	1	y
8.	Good	gud	1	bik
9.	Difficult	diffikult	1	əs
10.	Passed	pessed	1	bih
11.	Worked	wok	1	aIn
12.	Listening	listening	1	d
	Easy	isi	1	twa
	Voice	fois	1	Is
	Many	many	1	gu:
	Who	who	1	d
				diffikəlt
				peIssd
				wɜ:k
				lisening
				izi
				vois

No.	Error	The error	Frequency of Error	Correction
13.				me ny hʊ
	Total		16	

No	Error	Frequency Error
	Padangan	
	Total	12

These items are about structure. Based recording speaking, the first, made errors in plural noun. The second, made errors in word order . the third, made errors in word order. The fourth, made errors in plural noun. The fifth, made errors in simple tense. The sixth made errors in plural. The seventh made errors in plural. The eighth made errors in tense. The ninth made errors in preposition and . The last, made errors in word order.

2) Grammar

Table 4.2
The Error Analysis of Grammar

No	Error	Frequency of Error	Correction
1	I have two **brother** and three **sister**		I have two **brothers** and three **sisters**
2	What is **father's your** job?	1	What is **your father's** job?
3	What **are** you hobby?	1	What **is** your hobby?
4	My **hobby is** playing guitar, running and fishing	1	My **hobby are** playing guitar, running and fishing
5		1	
6	She **have** pretty face	1	She **has** pretty face
7	There are **200 student**	1	There are **200 students**
8		1	
9	**Three brother** My hobby is **read**	1	**Three brothers** My hobby is **reading**
10	I live **at** Kuncen She **have** a good voice	1	I live **in** Kuncen She **has** a good voice
	How many students **there are**? **My live** in	1	How many students **are** there? **I live** in

3) Vocabulary

Table 4.3
The Error Analysis of Vocabulary.

No	Students Sentence/ Expression	Frequency of Error	Correction
1	The movie is **bor**		The movie is **boring**
2	where do you **life?**	1	where do you **live?**
3		1	

		(confu sed words) he is a **seller**
He is e... a **seler**		
	3	

Based on the table, there are 3 errors in vocabulary made by 3groups. The first, was lack of vocabulary. The second, the groups use confused words. Group 5 wanted to explain that her father's job, so he stopped speaking for a while and the vocab is wrong.

4) Fluency

Table 4.4
The Error Analysis of Fluency

No	The error	Frequency
1	I am ee…. fourteen years old	1
	I like ee……Indonesian pop song	1
2	This is group is ……Andra & The Backbone	1
3	What do you think about this school? Enjoy ……… happy	
	They …… are (ar, a:r) six person	
4	I live in Mbaru ee……Banjarjo	
	I love ……a listening music	
5	She is ee……twenty-five years old	
6		
7	Who …… are they?	
	Because guitar ee……happy	
8		
	Total	10

Based on the table, there are 10 errors heard in recording students' speaking made by 8 groups.. They stopped speaking for a while or stopped speaking at all. These indication shows that some of groups have some errors in their fluency.

A. Discussions

This study is meant to answer the research problem. it was about kinds of speaking error where there in SMPN 2 Padangan

1. Kind of Speaking Error in SMPN 2 Padangan

Table 4.5
The Quantity of Errors

No	The Aspect	The Quantity of Error
1	Pronounciation	16
2	Correction	3
3	Vocabulary	12
4	Grammar	10
	Fluency	
	Total	41

Based on the table, Errors of pronounce covering 16. Errors of grammar covering 10. Errors of vocabulary covering 3. Errors of fluency Total this error covering.

a. Pronounciation

The most errors that students made in speaking performance is pronounciation. Pronounciation is the study how words are pronounced (Cambridge Advance Learner Dictionary third edition). Some words can be spoken in different ways by various individuals, depending on many factors, such as :

the duration of the cultural exposure of their childhood, thye ,location of their current residence, speech or voice disorders, their ethnic, their social class, or their education. Students had some difficulties in speech "f and v". For example when they are said "voice". They said "fois" not "voice". From the table shows that the highest error in speaking is in pronounciation.

b. Grammar

Second rate type of error is grammar. Gerot and Wignel (1994:2) state that grammar rule is a theory about the use of language. Some students made the error on the tenses, be, plural and others. For example when they said "I have two **brother** and three **sister".**

c. Fluency

On the third rate is fluency Fluency is the ability to speaking easily, reasonably, quickly and without having a stop and pause a lot. Good speakers communicate and get their message across smoothly, even though they may make mistakes. Communication is the most part of speaking. And it is important to communicate your ideas as naturally as possible. Some students made errors in fluency.

Example of error in fluency is:

"I live in Mbaru ee……Banjarjo"

d. Vocabulary

The last rate is vocabulary. some of students used the confused words and in tenses.

Example of error in vocabulary:

"where do you life?"

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the finding and the discussion in the previous chapter, the writer had a conclusion as follows: The total of errors on student's speaking performance made by the eighth grade students of SMPN (Junior High School) 2 Padangan were 41 errors. These errors were found in the kinds of Speaking Error. There are pronounciation, grammar, fluency and vocabulary.

B. Suggestions

Based on the analysis, the writer had some suggestions for English Tearcher, students and next researcher as follows:

1. For the English Teacher
   a. They should give more practices to the students in order to make them understand the materials better and reduce the error in their speaking.
2. For the Students
   a. They should learn more about speaking
   b. Students should pay the attention to the correct pronunciation whether it pronounces by the teacher or by looking at the dictionary.
3. For the next Researcher
   The next researchers can make this study as their

reference to conduct other researcher on the same field. They are also expected to be able to cover the limitation about this. they to solve the students' problem on the speaking errors.

REFERENCES

Bogdan, & Taylor. (2009). *Qualitative Research Method*: Remaja Karya Cipta

Brand, C., & Götz, S. (2011). *Fluency versus accuracy in advanced spoken learner language*: A multi-method approach. *International Journal of Corpus Linguistics*, 16, 255-275.

Brindley, Susan. (2003). *Teaching English*. London: Routledge.

Brown, Douglas(2000) *Teaching By Principles: An Interactive Approach to Language Pedagogy*. 2nd. Ed, Now York: Pearson Education.

Chauday, Sharees.(1973). *Testing Spoken English*, English Teaching Forum,

Corder, S. Pit. (1981) *Error Analysis and Interlingua*, New York: Oxford University.

Creswell, J.W. (2007). *Research Design: Qualitative, quantitave, and mixed ,ethods approach* (4th ed). Boston, MA: Person Education, Inc.

Donough, Jo. Mc and Shaw, Christhoper (1993). *Materials and Methods in ELT, A Teacher's Guide*, Cambridge: Cambridge University Press.

Dulay, et al.(1982), *Language Two*. New York: Oxford Unversity Press.

Els, (1996). *Applied Linguistics and the Learning and Teaching of Foreign Language* . London: Hodder & Stoughton.

George, HV (1972).*Common Errors in Language learning; insight from English Massachusetts*: New York house published,

Harmer, Jeremy. (1998) *How to Teach English*. London: Longman.

Harimurti, Kridalaksana. (1982). *Kamus Linguistik*. Jakarta: Gramedia

Hornby, As.(1964). *Oxford Advance Learner's Dictionary of Current English*. Oxford: Oxford University Press.

Klaban, Marcin. (1998). *Strategies for Developing Speaking Skills*. East Bourne school of English Journal.

Leaver, Betty Lou (2005). *Second Language Acquisition.* New York: Cambridge University press

Moleong Lexy J. (1991).*the Method of Qualitative Research.* Bandung: Remaja Rosda Karya.

Merriam, (2003). *Webster College Dictionary,* Massachusetts USA: An Encyclopedia Britania Company.

Rebecca M. Valette.(1977). *Modern Language Testing 2nd.* edition,USA: Ibid.

Richards, Jack C(1971). *English Language Teaching,*vol.25 London: Oxford University Press.

Schmitt, Nobert (2010). *Improving Students Pronounciation by Using English Songs.* Hidayatullah State Islamic University: Jakarta