

**AN ANALYSIS OF STUDENTS GENERAL ERROR IN SPEAKING
ENGLISH LANGUAGE OF SMA MUHAMMADIYAH CEPU**

SKRIPSI

Presented to

IKIP PGRI BOJONEGORO

in partial fulfilment of the requirements

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By

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LEGITIMATION

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CHAPTER I

INTRODUCTION

This chapter consist of the background of the study, research problem, the objection of the study, significant of the study, and definition of key terms.

A. Background of the Study

The language has many functions, Srijono (2006: 7) states that in information, communication, persuasion, negotiation, and for socialization. We usually use language into two ways, verbal language and nonverbal language. It is so very important to communicate because the two components help us to speak up very well. Nonverbal language supports verbal language, it makes someone who listen our speech easier to understand. For example when we see someone who feels happy, in nonverbal language, we can see that their face will smile happily, clap their hand, jump, and in verbal language, they shout horey.

The language production can be created naturally. The human can study language because everyone has Language Acquisition Device (LAD) in their left brain. Its function is to know the concept of language acquisition and universal grammar for the first language acquisition. Chomsky (1988) states that children begin to listen from their parent, they will unconsciously recognize which kind of language they

deal and they will set his grammar to correct one, this is known as setting the parameter. Speech organ and articulator phonetic also help people to produce the language, for example the ear helps to listen and the mouth uses to speak. From listening, the infants get new vocabulary, so they will repeat and drill it. Parents and environment help to grow up the child language. Everyone has a special skill to learn language. In fact, the baby was born in this world can speak with their local language (dialect). They are never shy, nervous, and afraid to make mistakes. Because they need language to communicate each other, without language they have many troubles and it is difficult to imagine.

There are four skills that can be developed in English language. They are speaking, writing, listening and reading skill. The researcher focuses on speaking because it is very crucial for the student. If the students study on writing, so they will rebuild the wrong sentences but when the students speak, so they do not correct the wrong sentences. So far, students feel insecure because they have many mistake in their grammar, pronunciation, and diction. Speaking skill is needed by the students for communication in the target language. It is very important to master speaking well by implementing the experience of learning the language in the real life. To practice the speaking skill is not easy. Because many students get some problems to do it, so the teachers feel difficult to teach speaking too.

In fact, the English Instruction in some Senior High School does not demonstrate a satisfactory result. Many students fail to reach the goal of the English teaching. They are not able to communicate with the language either orally or in written form although they have learned English for many years (Lestari, 2000 : 27). Many of the learners in a speaking class are reluctant speakers. This reluctance is partly due to their prior learning experience. Many of them were educated in a large class in schools situated in noisy neighborhoods where opportunities to speak are severely limited. Others were thought in schools where speaking was simply not encouraged.

We cannot deny the fact that this failure is caused by many problems during the instructional process. The problems of English teaching seem to be of particular importance. They have become interesting topics to discuss and analyze, especially those who are directly involved with the teaching of English. However, the most important thing is that we, as the English teachers who are directly involved with the instructional activities, must try to look for the best solution to overcome the problems in order to reach the target of the teaching of English.

The researcher found out some problems related to the instructional activities. Those problems are that : **First**, The students have low speaking skill. **Second**, The students rarely practice English language to communicate in the class and outside the class. It makes the students really clumsy to speak English in their daily activities. **Third**, The students just remember the speech script when they must speak up in front of the class. And they

talk with similar words and sentences on the book. It shows that they don't understand the content. English Language Education in Indonesia also faces challenges in the process of teaching as an archipelago consisting of diverse ethnic groups. Language Teachers in England face challenges in the form of selecting methods and teaching materials. Teachers look at variations in student learning styles and levels of English language competencies caused by the background of ethnic students as challenges in their daily teaching practices to them. According to Ellis (1997) errors reflect internal gaps in knowledge of students: it happens. Because students don't know what's right. Errors often occur in deviations; They occur because, in the example, certain, students cannot do what they know.

A class study by Ellis (1997), shows that students often internalize the material popularized by memorization as a piece, breaking it down for analysis later. Traditionally, language instruction is directed at developing competencies rule-based (i.e. knowledge of certain grammatical rules) through systematic teaching of previously chosen structures. Analysis of the nature of language students are very interesting although a little amazing: in the process of identification 'mistake', R. Ellis made an unexpected difference between the 'mistake' "reflects gaps in learners' knowledge and errors that are "sometimes reflects deviations in performance." That difference is the author's personal choice.

Of the several explanations the author explained aims to find out the general mistakes of students in speaking English. Therefore the authors

make the title "An Analysis of Students General Error Speaking English Language" aims to provide insight to the reader about what students are generally wrong in speaking English. The author writes this also aims to provide knowledge to teachers, students and readers about how to improve students' ability to speak English properly and correctly.

B. Research Problem

In this research, researchers formulates the problems of the study as follows :

1. What types of speaking error did the students make?
2. How to improve the ability of students who are difficult to speak English?

C. Objective of the study

In this research , researchers explained objective of the study

1. To find out speaking error that make difficult for students to speak English .
2. To find out an easy ways to improve students ability to speak English.

D. Significances of the Study

The researchers really hopes that this research has some benefit. The benefit can be distinguished into two benefit :

1.Theoretical Benefits include :

- a. The finding of this research can enrich the theory of teaching speaking.
- b. The Result of the research can be used as the reference for those who want to conduct an action research in English teaching learning process.
- c. The result of research can benefit for English teachers in their teaching learning process, especially in teaching speaking.

2.Practical Benefits for :**a. The Teacher**

First, the result of the research can useful for additional information that can be applied the teacher in teaching speaking. Second, this study is able to provide the better choice technique for improving students' speaking skill School.

b. The Students

First, the students can master speaking skills by doing the activities in role play performance. Second, it can motivate the student to speak.

E. Definition of Key Terms

In order to avoid misunderstanding, it is considered important to define some terms concerning this study. The terms are :

1. Language Error . According to Tarigan (1997) errors using oral or written language deviate from the determinants of communication and rules of language. Errors due to their connection with language, language acquisition, bilingualism, interference .

2. Speaking

Tarigan (1990) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, at that period speaking skill is learned.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

In the theoretical review, the research discusses the theories related to the research.

1. Language Error

In applied linguistics, an **error** is an unintended deviation from the immanent rules of a **language** variety made by a second **language** learner. Such **errors** result from the learner's lack of knowledge of the correct rules of the target lect.

a. Definition of Language Error

In his book (1999:57) entitled "Common Error in Language Learning" H.V. George argues that language errors are the use of unwanted forms, especially a form of speech that is unwanted by programmers and language teaching teachers. Unwanted speech forms are speech forms that deviate from the standard language rules. This is in accordance with the opinion of Albert Valdman (2001:80) who said that the first thing to think about before holding a discussion on various approaches and analysis of language errors is to set standards for irregularities or errors. Most Indonesian language teachers use the criteria for various standard languages as standard deviations.

The definition of language errors was also discussed by Corder (2001:65) in his book entitled *Introducing Applied Linguistics*. Corder stated that what is meant by language errors is a violation of the language code. This violation is not only physical, but also a sign of lack of perfect knowledge and mastery of the code. The language learner has not internalized the (second) language rules he has learned. Corder said that both native and non-native speakers alike had the possibility of making language errors.

Based on various opinions about the definition of language errors mentioned above, it can be stated that errors in the Indonesian language are the use of speech forms of various linguistic units which include words, sentences, paragraphs, which deviate from the standard Indonesian language system, and use spelling and signs read that deviates from the specified spelling and punctuation system as stated in the *Enhanced Indonesian Spelling book*. The Indonesian language rules system that is used as a reference standard or criteria for determining a form of speech is wrong or not is the standard language rules system.

b. The Assesment of Language Error

Language errors are events that are inherent in every language use both verbally and in writing. Both adults who have mastered the language, children, and foreigners who are learning a language can make language mistakes when they use the language. However, the type and frequency of

language errors in children and foreigners who study languages is different from adults who have mastered the language. This difference comes from differences in the mastery of grammatical competence, which in turn can also cause differences in the realization of the use of language (performance). In addition, the difference also comes from mastery to produce or compose speech that is in accordance with the context of communication (communicative competence).

One obstacle in the communication process is the lack of language skills. The test of the lack of language skills is partly due to language errors. These language errors cause disruption to communication events, except in terms of language usage specifically such as in comedy, certain types of language, and in poetry. In particular use of language, sometimes language errors are deliberately made or realized by speakers to achieve certain effects such as funny, attract attention and encourage more intense thinking.

In certain language societies, for example in Javanese society, language errors both grammatical errors and errors regarding the usage context influence the views of others on the social status of those who make mistakes in the language. Including language errors related to the context is the mistake of choosing a variety of languages related to the level of speech contained in the Javanese language known as the upload term. The mistake of speaking in Javanese society is considered a stain. Therefore, consciously every language user tries to use language in accordance with the rules of grammar and the accuracy of the selection of various speech levels in

accordance with the context. In Javanese society, identification of a person can be seen from the use of the language. This is consistent with a review of language functions from a Sociolinguistic view.

In the world of language teaching, attention to language errors has only developed over a relatively short time. Language teaching books, especially English language teaching, have been widely compiled, but only a little attention of the author to language errors. Although attention to language profanity is not so much, but thoughts about the connection between language errors and the language learning process in a relatively short time have experienced many developments. The development of thinking relating to the relationship between language errors and the language learning process is in line with the growth of new views in teaching languages in general.

c. Procedure of Language Error

Mistakes are distinguished by mistakes and sprains. Mistakes refer to competencies, mistakes refer to performance, while sprains refer to erroneous pronunciation situations, for example due to forgetfulness or psychological stress.

Contrastive Analysis teachers often face difficulties in teaching B2 to their students. For this reason the teacher must be familiar with contrastive analysis. This analysis can help language teachers help and simultaneously

correct student errors. Thus students can immediately master the target language (B2) that is learned.

Contrastive analysis as an approach to language teaching assumes that B1 affects students when studying B2. The influence of B1 we often hear or even experience ourselves when studying or using B2. Sometimes certain words or constructs B1 affect unconsciously. Even by listening to people's conversations, we can guess the area of origin of the speaker. The intended influence can occur in speech, choice of words or sentence structure.

Contrastive analysis as an approach in language teaching uses a comparison method, namely comparing between different elements with the same element. Nevertheless the emphasis of contrastive analysis is emphasized on different linguistic elements.

Starting from the explanation above, it can be concluded that contrastive analysis is an approach in language teaching that uses a comparison technique between B1 (mother tongue) and B2 (target language, ie language learned) so that the teacher can predict student errors and the student immediately master the language being learned .

So that the definition of contrastive analysis is more clear, with the same breath but with slightly different words says that contrastive analysis is the activity of comparing structure B1 with B2 with steps comparing the structure of B1 with B2, predicting learning difficulties and learning errors,

compiling teaching materials, and preparing ways to deliver teaching materials.

Behavior psychology dominates contrastive analysis. This theory states that language errors in using B2 are caused by a negative transfer or student's interference with B2 that students are studying. The core learning theory of behaviorist psychologist habits and mistakes. Contrastive analysis can be used as a basis in predicting the difficulties of students who are learning B2.

2. Speaking

Speaking is the delivery of language through the mouth. To speak we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking can be formal and informal depends on the context.

a. Definition of Speaking

Experts provide different definitions of the notion of speaking. Tarigan (1985) states that speaking is the ability to say articulation sounds or words to express, express, and convey thoughts, ideas, and feelings. More broadly, speaking is a form of human behavior that utilizes physical, psychological, neurological, semantic, and linguistic factors extensively and extensively so that it can be considered as the most important human tool for social

control. Thus, it can be said that in speaking activities there is a process of changing the form of thoughts or feelings into meaningful speech or language sounds. Speaking is not only speaking without meaning, but conveying thoughts or feelings to others through speech or with spoken language.

Speaking is an event of conveying a person's intentions, ideas, thoughts, feelings to others in a clear, logical, directed and systematic manner using spoken language, so that the intentions are understood by others. Meanwhile, the opinion of Badudu-Zain relates to the type of speech used in this study, namely words. In this case, speaking is the process of delivering messages (ideas, thoughts, feelings) from the speaker verbally so that the friend can accept and understand the contents. Speaking is a productive oral language skill.

Haryadi and Zamzani: In general, speaking can be interpreted as a place to convey one's intentions (ideas, thoughts, contents) to others by using spoken language so that others can mean it. This understanding has the same meaning as the two described above, except that it is clarified with further goals so that what is conveyed can be understood by others. Conclusions, discussion, discussion, discussion, discussion, discussion, support, ideas, ideas, thoughts, and feelings are prepared and developed in accordance with the needs of the listeners so that what is conveyed can be supported by listeners. Is one type of expertise that supports productive oral variety. In connection with speaking skills there are three types of conversation, namely interactive, semi-interactive, and non-interactive. Speaking of interactive conversations, issuing face-to-face conversations and talking on the telephone that allow alternation between talking and listening, and also allows us to ask for clarification, repetition or we can ask the other person who can accelerate the conversation from the other person.

Then, there are also those who speak semi-actively, for example, natural speeches directly in public. In this discussion, the audience cannot interrupt the conversation, but the speaker can see the listener's reaction to their facial expressions and body language. Some conversations can be really non-interactive, for example speaking on radio or television.

Here are some micro-lessons that must be agreed upon in conversation.

A speaker must be able to:

- a. Saying different sounds is clear so the listener can distinguish them.
- b. Using pressure and tone with clear and precise intonation so the listener can understand what the speaker is saying.
- c. Using word forms, word sequences, and the right choice of words.
- d. Using data registers of various languages that are suitable for communication, including according to the relationship between the speaker and listener.
- e. Trying to make the main sentences (constituents of the main sentence) clear to the listener.
- f. Attempting to put forward additional ideas or information to explain the main ideas.
- g. Try to make the discourse take sides so that it's easy to hear.

b. The Assessment of Speaking

Speaking is the second language activity that humans do in language life after listening. Based on the sounds (language) that he heard then humans learn to say and finally be able to speak. To be able to speak in a language properly, the speaker must master the pronunciation, structure, and vocabulary in question. In addition, mastery of the problem and / or ideas to be conveyed, as well as the ability to understand the language of the other person is needed.

In speaking activities required mastery of sound symbols both for the need to convey and accept ideas. Symbols in the form of visual signs such as those needed in reading and writing activities are not needed. That is why illiterate people can do good speaking activities, for example native speakers. Such speakers may not even be aware of their language competencies, not "understand" their own language system. That fact once again proves that oral language mastery is more functional in everyday life. Therefore, speaking skills should receive sufficient attention in language learning and language proficiency tests.

In a normal situation, people do activities to talk with motivation to find something to someone else, or because they want to react to something they hear. Talking in such situations, the clarity of narrative is not solely determined by the accuracy of the language (verbal) that is used only, but the mandate is aided by paralinguistic elements such as certain movements,

facial expressions, tone of voice, etc., something that is not found in the written community. The situation of conversation (serious, relaxed, fair, depressed) in many ways will also affect the state and smoothness of the conversation.

Another thing that affects the state of conversation is the problem of what is the topic of conversation and the other person. These two things are essential, and therefore must be taken into account in the test of students' speaking abilities in a language. Or at the very least, speaking tests should be able to reflect the situation that presents these two factors. Speech tests that take into account these factors, and hence the conversation approaching a normal situation, may be said to have fulfilled the expectations of a pragmatic and meaningful test as the demand for authentic tests.

c. Aspects of Assessment Speaking

Aspects of Assessment in Speaking There are several aspects that need to be considered by someone to be able to become good speaker. The aspects are seen from several factors which are assessed, namely verbal factors and non-verbal factors.

a). Verbal Factors

1) Accuracy of Speech

A speaker must get used to saying sounds/language correctly. Pronounced pronunciation of language sounds can distract listeners.

This will interfere with speaking effectiveness. Inaccurate or defective pronunciation of language sounds will cause boredom, unpleasant, less attractive, or at least can distract listeners. Pronunciation of language sounds is considered disability if you deviate too far from the usual verbal variety, so too attract attention, interfere with communication or wearer (speaker) considered strange.

2) Placement of pressure, tone, joint, and duration Suitability of pressure, tone, joint, and duration is its own attraction in speaking, sometimes even a determining factor. Although the problem being discussed is less interesting, with the placement of pressure, tone, joints, and the appropriate duration will cause the problem to be interesting. Conversely, if the delivery is flat, almost certainly it will cause boredom and effectiveness is certainly reduced. Pressure placement on words or syllables that are less suitable will result in irregularities.

3) This irregularity will result in the attention of listeners will switch to the speaker's way of speaking, so the subject or the subject of the message conveyed is less attention. As a result, effectiveness communication will be interrupted.

4) **Word Choice (Dictation)** The choice of words should be precise, clear and varied. In every the talk of using popular words will certainly be more effective than grandiose words. Unknown words indeed resulting in curiosity, but will hinder the smooth communication. The speaker should be aware of who the listener, what the subject is, and adjust the choice he said with the subject and the audience. Listeners will be more interested and love to listen if the speaker speaks clearly in the language mastered.

5) **The accuracy of the target of the conversation** This concerns the use of sentences. Speakers who use effective sentences will make it easier for listeners to capture the conversation. A the speaker must be able to compile effective sentences, sentences that hit the target, so that it can cause influence, leaving an impression or cause consequence.

b). Nonverbal Factors

- 1) A reasonable, calm, and not rigid attitude quiet, lethargic and rigid conversations will surely give the first impression is less interesting. From the actual attitude the speaker has been able to show his authority and integrity. This attitude is very much determined by the situation, place and mastery of material. Mastery of good material will at least eliminate nervousness. However, this attitude requires practice. When you get used to it, it's long the feeling of nervousness will disappear and a calm and reasonable attitude will arise.
- 2) The viewpoint must be directed to the other person. The views of the speaker should be directed to all listeners. Views that are only focused on one direction will cause the listener to feel less attention. Many speakers when speaking do not pay attention to listeners, but look up, sideways or look down. As a result, attention to the listener decreases. It should be sought so that the listener feels involved and noted.
- 3) Willingness to respect the opinions of others. In conveying the contents of the conversation, a speaker should have an open attitude, in the sense that they can accept the opinions of others, be willing to accept criticism, willing to change his opinion if it turns out that it is indeed wrong. However, that does not mean the speaker just like that follows the opinions of others and changes their opinions. He must also be

able to defend his opinion and convince others. Of course that opinion must contain strong arguments, which are believed to be true.

4) The right gestures and expressions

The right gestures and expressions can also support effectiveness when speaking up. Important things besides getting the message across, are usually also helped with hand gestures or expressions.

This can turn on communication, meaning not rigid. However, that gesture excessive will interfere with speaking effectiveness. Maybe the attention of listeners will be directed at these gestures and excessive expressions, so that the message is poorly understood.

c). Sound loudness

This level of loudness is certainly adjusted for the situation, place, and number of listeners. What needs to be considered is don't shout. We adjust the loudness of our voices so that listeners can be heard clearly.

d). Smoothness

A speaker who speaks fluently will facilitate the listener capture the contents of the conversation. Often the speaker speaks intermittently, even between the interrupted parts inserted certain sounds that interfere with the listener's capture, for example inserting the sounds of ee, oo, aa, and so on. Instead, the speaker those who speak too fast

will also make it difficult for listeners to capture the subject of the conversation.

e). Relevance / Reasoning

The idea for ideas must be logically related. The process of thinking to arrive at a conclusion must be logical. This means the relationship of the parts in the sentence, the sentence relationship with the sentence must be logical and related to the subject matter.

f). Mastery of Topics

Formal talks always require preparation. The goal is none other so that the chosen topic is truly mastered. Good mastery of topics will foster courage and fluency.

So, mastery of this topic is very important, even a major factor in speaking

B. Relevant Research

Some relevant research similar to this study are:

1. Previous research Analysis of common grammatical errors in speaking activities is a reference to the study described below:
In accordance with the results of research conducted by Merlyn Simbolon (University of Palangkaraya) entitled analysis of common grammatical errors in speaking activities using interview techniques as data retrieval. Students are given questions about grammar knowledge in correct speech. After

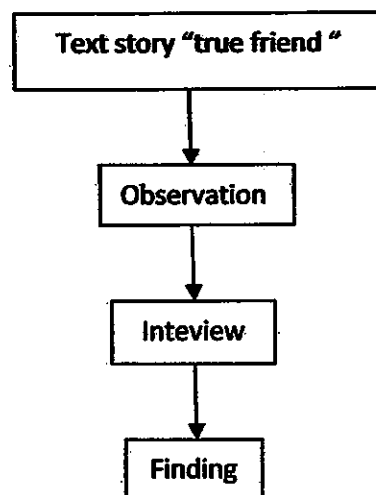
knowing the results of the students' answers. Researchers know how the results of their research.

2. Analysis of past tense use mistakes in narrative text. by Putri Mega Susanti from Muhammadiyah University Sidoarjo, the research method used is qualitative. there are similarities in this study, the method use is using qualitative methods, the purpose of analyzing something wrong. There are also differences in this study, namely in the formulation of the problem under investigation, the different research models. From this comparison the authors get some results that the author can write in this paper. The author can see the procedure for using the method used and several results that are relatively the same because it aims to analyze errors.

C. Thinking Framework

During this time the learning process is still conventional in nature monotonous which only uses the lecture method so that interests and student interest in learning English material is low. this gives rise to students not interested in English material, many students make mistakes in English because of a lack of understanding of the material presented. therefore, researchers try to analyze problems from students which is why many make mistakes in English.

Support with the theories. It can be the relationship between general error and speaking.



CHAPTER III

RESEARCH METHOD

A. The Research Design

This research was conducted using qualitative descriptive methods. This type of research is a type of research research method without statistical procedures. Maleong (2004) states that descriptive qualitative research is a type of research that does not include calculations or numbers.

Qualitative descriptive method uses techniques to find, collect, and analyze data. Maleong (2004) qualitative methodology as a research procedure that processes descriptive data such as written words or spoken words from people or observable activities.

The author gives the drawing material for reading, before collecting data. then, the student repeats what the writer has read After that, he finds and classifies the mistakes whether students can pronounce according to the author said He can identify errors.

In short, qualitative research is a study that primarily relies on collecting qualitative data with the aim of describing, decoding, and drawing meaning from naturally occurring phenomena that cannot be understood by numbers. Thus, the author wants to know the ability of students the speaker say something.

B. Presence of Researcher

Researcher will attend research at the school to examine some of the problems written by researcher. The presence of researcher in this case is very important and important, this matter as Moleong said that in qualitative research attendance the researcher himself or someone else's help is a data collection tool main.

In accordance with qualitative research, the presence of researchers in the field is very important and needed optimally. The researcher is the main key instrument in expressing meaning and at the same time as data collection tool. Therefore researchers must also be involved in life the people studied reached the level of openness between the two halves party.

Therefore in this study the researcher jumped directly to field to observe and collect the data needed. The researcher conducted research at the school. As for the data needed in this research are data on analysis of students general error in English language speaking.

C. Research Subject

In this study, the author used class X high school students to research the common mistakes of speaking English. The author considers that there are many errors in English in the X class of high school because of that, researcher conducted data retrieval in class X high school to find out what factors affect difficult students speak English and provide ways to improve the ability of students to speak English well. according to the writer of class X high school was able to speak English well and correctly. Therefore, researcher will conduct research among high school class X students.

D. Data Source

In this study researcher will collect some data that the author have collected.

1. Primary Data

In this study the authors used class X high school students for research material "An analysis of students general error in English speaking". The author uses the reading test and written test given by the author to get the data. While the technique without tests can be done by the author by making observations of students, and conducting interviews with students. In evaluating learning outcomes, this technique is usually used to

measure effective and psychomotor domains, while test techniques are used to measure cognitive domains.

2. Secondary Data

The first research was conducted by Abdul Gofur entitled ERROR ANALYSIS ON STUDENTS 'SPEAKING . This performance uses a lot of tests, and a lot of 50% results that show students making mistakes in speaking. The research is classified in several types of Pronunciation, vocabulary.

E. Procedure for Collecting Data

The procedure for collecting data in research begins with pre-research, to determine the problems faced by teachers and students in the learning process. In order for data to be valid, it uses data collection techniques. The procedure used is to determine the extent to which the level of student understanding of the material of human respiratory organs is evaluated using a test. Tests used in the form of written tests and oral tests carried out at the beginning of learning and the end of learning. And to explore information on students' difficulties in understanding the material of human respiratory organs and cannot be obtained from the results of student work or in learning activities, interviews need to be used. As for what is contained in the interview is in the form of questions intended for students and teachers. To observe the suitability between the

implementation of actions and plans that have been prepared and to determine the extent to which the implementation of actions can produce changes that are in accordance with the desired then used is the observation aimed at teachers and students.

F. The Technique of Analyzing Data

1. Analysis data of Interview

Stainback (1988). states that interviews give writers the means to gainan understanding of a situation or phenomenon than can beobtained through observation alone. From the above understanding, it can be concluded that the interview presentation is clear about the student test results. In interviews with students, the author will ask about understanding and difficulties in their examinations. The questions were also submitted by the author to the teacher. Data from the interview will be analyzed by the author.

2. Analysis data of Observation

Observation is a technique of data collection, where the writer makes observation directly to the object of research to see closely the activities carried out (Riduwan, 2004). The writer collects information related to the topic,

this information can be obtained from various sources. After obtaining information, the writer summarizes and selects things that can support writing and make observation guidelines. Data analysis techniques used by the author are an assessment of what has been studied.

Data that has been obtained by the author through observations, tests, and interviews by class X high school students, from the results of these data the author uses assessment. In analyzing data, first the author makes a list of student errors, then the author checks the pronunciation and writing done by students correctly or not.