

## ERROR ANALYSIS IN THE SPEECH TEXT OF THE SECOND SEMESTER STUDENTS AT IKIP PGRI BOJONEGORO IN THE ACADEMIC YEAR OF 2019/2020

Renata Yuri Anjani<sup>1)</sup>, Chyntia Heru Woro Prastiwi<sup>2)</sup>, Oktha Ika Rahmawati<sup>3)</sup>

<sup>1</sup>English Education Department Faculty of Language and Arts Education IKIP PGRI Bojonegoro  
email: [renatayuri406@gmail.com](mailto:renatayuri406@gmail.com)

<sup>2</sup>English Education Department Faculty of Language and Arts Education IKIP PGRI Bojonegoro  
email: [chyntia\\_heru@ikipgribojonegoro.ac.id](mailto:chyntia_heru@ikipgribojonegoro.ac.id)

<sup>3</sup>English Education Department Faculty of Language and Arts Education IKIP PGRI Bojonegoro  
email: [oktha\\_ika@ikipgribojonegoro.ac.id](mailto:oktha_ika@ikipgribojonegoro.ac.id)

**Abstract** This research is an attempt to understand errors in the text made by the second semester students at IKIP PGRI Bojonegoro. Statement of the problem in this study is "Error Analysis in The Speech Text of The Second Semester Students at IKIP PGRI Bojonegoro. To analyze the data, the authors used a qualitative descriptive method and used an error analysis procedure to make a clear explanation. The study participants consisted of 32 second semester students at IKIP PGRI Bojonegoro. The data was taken only 5 manuscripts of the second semester student speech to find out the errors of the word order made by students. The author found errors as follows: errors using grammar (39%), and errors using vocabulary (13%). Based on the research findings and discussion, the researcher concludes that students still face difficulties in using grammar and vocabulary. Because of the results of this study, students must learn more word order, especially in the use of grammar. They must learn more about grammar to increase their knowledge and reduce their mistakes. Then, the lecturer as a facilitator must be able to facilitate the needs of students in any material.

Keyword: Speech Texts, Error Analysis

**Abstrak** Penelitian ini merupakan upaya untuk memahami kesalahan dalam teks yang dibuat oleh mahasiswa semester kedua di IKIP PGRI Bojonegoro. Pernyataan masalah dalam penelitian ini adalah "Analisis Kesalahan dalam Teks Pidato Mahasiswa Semester II di IKIP PGRI Bojonegoro. Untuk menganalisis data, penulis menggunakan metode deskriptif kualitatif dan menggunakan prosedur analisis kesalahan untuk membuat penjelasan yang jelas. Penelitian ini peserta terdiri dari 32 siswa semester 2 di IKIP PGRI Bojonegoro. Data diambil hanya 5 naskah pidato siswa semester dua untuk mengetahui kesalahan urutan kata yang dibuat oleh siswa. Penulis menemukan kesalahan sebagai berikut: kesalahan menggunakan tata bahasa (39 %), dan kesalahan menggunakan kosakata (13%). Berdasarkan temuan penelitian dan diskusi, peneliti menyimpulkan bahwa siswa masih menghadapi kesulitan dalam menggunakan tata bahasa dan kosa kata. Karena hasil penelitian ini, siswa harus belajar lebih banyak urutan kata, terutama dalam penggunaan tata bahasa. Mereka harus belajar lebih banyak tentang tata bahasa untuk menambah pengetahuan mereka dan mengurangi kesalahan mereka. Kemudian, dosen sebagai fasilitator harus mampu memfasilitasi kebutuhan mahasiswa dalam materi apa pun.

Kata kunci: Teks Ucapan, Analisis Kesalahan

## INTRODUCTION

People use their own language to communicate and interact in different linguistic contexts. This means that success in the communication process allows us to choose a language that can be used in everyday life because language is a human characteristic. It plays an important role in human life because by using language, people can express their ideas, emotions, and desires (Ariesca & Marzulina, 2015). As an effect of globalization, mastery of English is a requirement in all fields of work, and most documents and information are presented in English (Ardiansyah & Djohar, 2012). In addition, most intermediate instructions in the education and work environment do not use English (Haryanto, 2013). In Indonesia, English is mostly studied by students in schools and universities where students have diverse backgrounds and different motivations to learn it (Arib, 2017). Pitaloka (2014) states that learning English in Indonesia is not very effective causing several problems such as teacher-oriented centers, limited time allocation, textbook problems, and the use of large classes. This reflects that learning English is difficult for students.

In teaching English learning, students are expected to have four skills in language. Language skills in listening, reading, writing and speaking. However, some experts believe that speaking is more important than others. Louma (2004) identified that talking is a meaningful interaction between people. Another expert, Cameron (2001) says that speaking is a very important language skill used to express meaning. Then, speaking is an important skill to watch out for that has many advantages. Loubazid (2012) also claims that speaking skills are the skills requested in Indonesian in other language skills. Therefore, by speaking, students can improve their writing skills and develop

their vocabulary and grammar. In learning to speak, students also need to understand English components such as understanding, grammar, vocabulary, pronunciation, and fluency.

Indonesian people have difficulty mastering speaking skills because everyday Indonesian is not English. Robinson and Ellis (2008) state that speaking is still considered the most difficult skill possessed by most English language learners, and they still do not have good competence in communicating in English. In Indonesia, students' English skills are still low. Based on the explanation above, speaking is an important skill, but EFL learners have grammatical problems to master speaking skills. In addition, Astrid (2011) states that Indonesian students sometimes easily mention the rules of English grammar but when they deal with applying those skills in speaking, it will be very difficult for them.

Mistakes seem to be a natural learning process. According to Fauziati (2009: 168), "Mistakes are considered as a positive and inevitable part of the process". Mistakes can occur in English skills such as listening, speaking, reading and writing. Error analysis can be an answer as feedback for EFL students. They can see the grammatical mistakes that usually occur when they speak. This is also to improve their speaking skills. Foreign language students must also familiarize themselves with language learning strategies in order to better manage their language learning (Kamil, Suhaimi, Hartono, & Vintoni, 2017). If students know the mistakes they made, it will make them able to choose the best learning strategy from learning English.

Thus, interviews as a preliminary study have been conducted for IKIP PGRI Bojonegoro students, most students claim that speaking is a difficult skill especially about the vocabulary and grammar used in

their speaking performance. The students also said that sometimes they used the wrong grammar when speaking like past tense to present tense. They don't pay attention when they speak the wrong grammar all the time, and they only realize it after the conversation or speaking performance is over. Students also do not know whether they make mistakes or mistakes when they speak. Several researchers have previously explored error analysis in EFL and ESL. Hojati (2013) revealed that advanced Iranian EFL students had several linguistic problems which were considered as mistakes especially related to grammar and pronunciation. In addition, Tarawneh and Almomani (2013) show that most Jordanian English students cannot speak English accurately even though many of them have learned a lot of grammar and vocabulary knowledge.

Based on the explanation above, this shows that the analysis of grammatical errors is an important issue and needs to be sought. Preliminary studies also show that students think speaking is important, and difficult to master. They also realize that they have a problem with grammar when speaking, and they also cannot see whether they made a mistake or mistakes in their speaking performance. This study discusses "Error Analysis in The Speech Text of The Second Semester Students at IKIP PGRI Bojonegoro" The problem in this study is to find out the types of grammatical errors in the speech text.

## **RESEARCH METHOD**

This chapter presents an overview of research method. The major components included here are research design, research setting, the subject of the study, sources of the data, techniques of

collecting data, and techniques of analyzing the data.

The research was conducted by using descriptive qualitative method. This type of research is a kind of research method study without any statistic procedure. Maleong (2004:2) states that descriptive qualitative research is a type of research that does not include calculation or number.

The descriptive qualitative method employs technique of seeking and analyzing data Maleong (2004:3). Qualitative methodology as a research procedure that procedured the descriptive data such written words or spoken words from people or activities that can be observed.

The research collecting the data from the second grade that is speech text. After that, found out and classified the students'. According Creswell (2012) there are six steps in analyzing and interpreting qualitative data. They are preparing and organizing the data, exploring and coding the database, describing finding and forming themes, representing and reporting findings, interpreting the meaning of the finding, and validating the accuracy of the finding.

In summary, qualitative research is a research which relies primarily on the collection of qualitative data with the purpose to describe, to decode, and to draw meaning from naturally occurring phenomena that cannot be understood numbers. Thus, the receacher wants to know the error in the speech texts written by second semester of IKIP PGRI Bojonegoro.

**RESULTS AND DISCUSSION**

The objective of the research to describe errors on students' of speech texts made by the second semester of IKIP PGRI Bojonegoro's second semester. This research was conducted in June 2020 at IKIP PGRI Bojonegoro. The author uses the second semester IKIP PGRI Bojonegoro students as population. As a sample, the authors chose to analyze 5 speech texts from 32 students. Data collected is only in the form of text analysis of speech texts. The writer uses a surface strategy to analyze the research. In this chapter, the writer identifies, explains the text errors in speeches to students.

Diagram of errors

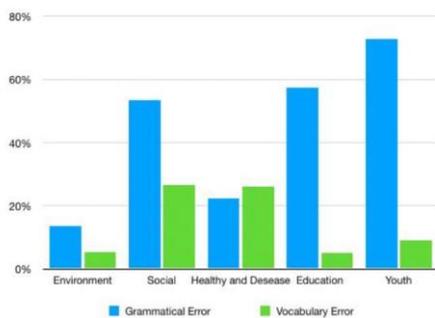


Diagram 4.1 Students' Speech Text Error

Table Error

No	Speech Text Topic	Grammatical Error	Vocabulary Error
1	Environment	14%	8%
2	Social	27%	20%
3	Healthy and Disease	19%	26%
4	Education	53%	8%
5	Youth	76%	9%
<b>Total Error</b>		<b>39%</b>	<b>13%</b>

Table 4.1 Students' Speech Text Error

After the researcher completes the process of learning English between the English teacher and the second semester students, the researcher collects data and

concludes if the second semester students mostly make mistakes in writing speech texts. This problem was discovered by researchers based on the results of errors that were analyzed by observation checklist. There are many factors that cause errors in their writing, namely grammar and vocabulary. Based on the data explained by the researchers, the students felt confused when they translated Indonesian into English. From the test results, the researchers found some findings from the average mistakes made by students as follows: grammatical errors (39%) and verb errors (13%) and. It can be concluded that the most common mistakes made by students are grammar. Therefore, Error analysis is important, because this method can help English teachers find the next medium or technique for teaching and help students if they find difficulties in making speech texts.

Error analysis is an activity to reveal mistakes made by students both in writing and speaking. Error analysis is the study of mistakes made by second and foreign language learners. To avoid misunderstanding, it is important to distinguish between mistakes and errors. Mistakes reflect gaps in learners' knowledge; that happens because students don't know the truth. Harmer (2007), added that "mistakes are where students can correct themselves after an error has been pointed out, an error is a mistake that they cannot correct themselves - and therefore needs an explanation".

Based on previous research used by researchers from Wati (2011), researchers found the results of Wati (2011). Error analysis is important for the type of research students do because each student has a different error, compilation of paragraphs and helps students learn from

their mistakes as teachers English Language Analysis of errors is important to improve their method of compilation they teach. Then, based on Syarif (2014) researchers found Error analysis is a language learning process for analyzing, evaluating, analyzing and classifying student errors to give us guidance in the learning process in the past that was developed.

Correlating between researchers' findings and previous research, there is a difference in the importance of error analysis that this method can help English teachers find the next media or technique for teaching speech texts and helping students if they experience difficulties. This theory should have been by previous research describing error analysis as having an important role in finding solutions by teachers about what they should do next in explaining how to write speech texts and for error analysis students to use their task correction material. Therefore, if they get a task like speech text, they don't make the same mistakes.

## CONCLUSION

Research analysis of speech text errors with data from students in second semester of IKIP speech text there were 79 errors, with the types of errors were grammar and vocabulary. most students still have difficulty understanding grammar, writing speech texts, and using tenses. From the data of these errors, the teaching and learning process with speech text material is better focused on understanding the use of grammar and the use of tenses, as well as using more interactive media so students better understand how to make text speech correct.

## BIBLIOGRAPHY

- Abrar, M., Mukminin, A., Habibi, A., Asyraf, F., Makmur, M., & Marzulina, L. (2018). "If our English isn't a language, what is it?" Indonesian EFL student teachers' challenges speaking English. *The Qualitative Report*, 23(1), 129-145. Retrieved from <http://nsuworks.nova.edu/tqr/vol23/iss1/9>
- Abu Jeld, R. 2004. "Development Project Based on Teaching Grammar". Educational Development Centre, UNRWA, Gaza.
- Ardiansyah, W. & Djohar, A. (2012). Pengembangan model pembelajaran membaca untuk meningkatkan kemampuan membaca pemahaman dalam pembelajaran bahasa Inggris: Studi pada mahasiswa Politeknik di Palembang. Ta'dib: *Journal of Islamic Education*, 17(2), 161-167. Retrieved from <http://jurnal.radenfatah.ac.id/index.php/tadib/article/view/30/25>
- Arib, A. W. (2017). Do family backgrounds control students' motivation and achievement in learning a foreign language? The case of one Islamic senior high school in Jambi. Ta'dib: *Journal of Islamic Education* 22(1), 1-38. Retrieved from <http://jurnal.radenfatah.ac.id/index.php/tadib>
- Arikunto, S. 2002. *Dasar-Dasar Evaluasi Pengajaran*. Edisi Revisi Bumi Aksara.
- Astrid, A. (2011). *Pembelajaran tata Bahasa Inggris secara komunikatif dengan penyajian induktif dan pengintegrasian keterampilan berbahasa: Studi kasus di kelas Bahasa Inggris di IAIN Raden Fatah Palembang*. Ta'dib, 16(2),

- 175-208. Retrieved from <http://jurnal.radenfatah.ac.id/index.php/tadib/article/view/60/55>.
- Azar, B. 2007. Grammar-Based Teaching: A Practitioner's Perspective. Retrieved on April, 23rd 2015 from: <http://www.tesl-ej.org/ej42/a1.pdf>
- Cameron, Lynne. (2001). Teaching language to young learners. Cambridge, England: Cambridge University Press
- Crystal, D. 2004. "In Word and Deed". TESOL Teacher. Retrieved on May 05, 2015 from: <http://grammar.about.com/od/basics/entencegrammar/a/grammarintro.html>.
- Elfrieda H. Hiebert and Michael L. Kamil, (2005), Teaching and Learning Vocabulary: Bringing Research to Practice, USA: Lawrence Erlbaum Associates, Inc., p. 3
- Ellis, Rod. 2006. Current Issues in the Teaching of Grammar: An SLA Perspective. TESOL Quarterly. 40(1): 83-107.
- Fauziati, Endang. 2009. Readings on Applied Linguistics. Surakarta: Era PustakaUtama.
- Harmer, Jeremy. 2007. *The Practice Of English Language Teaching*. USA: Pearson Education Limited.
- Haryanto, E. (2013). Language Policy: Administrators and teachers' view on English as medium of instruction implementation in Indonesia. Journal of Education and Learning, 4(2), 48-57. Retrieved from <https://online-journal.unja.ac.id/index.php/irje/issue/view/639>
- Hojati, A. (2013). An Investigation of errors in the oral performance of advanced-level Iranian EFL students. Mediterranean Journal of Social Sciences, 4(4), 171-176. Retrieved from [www.meser.org/journal/index.php/mjss/article/4/4](http://www.meser.org/journal/index.php/mjss/article/4/4)
- Kamil, D., Suhaimi., Hartono, R., & Vintoni, A. (2017). TEFL students' language learning strategies: The case of one state Islamic institute in Indonesia. Ta'dib: Journal of Islamic Education, 22(2), 70-76. Retrieved from <http://jurnal.radenfatah.ac.id/index.php/tadib/article/view/64/59>
- Larsen and Freeman. 2000. Techniques and Principles in Language Teaching. 2nd Ed. Oxford: Oxford Unity Press.
- Lin, H. C. 2010. "A Case Study: An ESL Teacher's Beliefs and Classroom Practices in Grammar Instruction". Unpublished Thesis, Kent State University, Kent, Ohio, USA.
- Loubazid, M. (2012). Exploring the difficulties facing EFL students' participation in oral expression course (Master thesis). University of Biskra, Biskra, Algeria. Retrieved from <http://dspace.univbiskra.dz:8080/jsui/bitstream/>
- Luoma, S. (2004). Assessing speaking. Cambridge, England: Cambridge University Press.
- Marianne Celc e-Murcia, (2001), Teaching English as a Second or Foreign Language, USA: Heinle & Heinle, p. 285.
- Pitaloka, N. L. (2014). Developing interactive multimedia with local-content-based narrative texts for grade eight. Lingua: Jurnal Bahasa & Sastra, 15(1), 1-22. Retrieved from <http://ejournal.unsri.ac.id/index.php/lingua/article/view/1994/834>
- Rahmawati, Riski Yani. 2012. *Error Analysis on the Use of Simple*

*Present Tense in Paper Assignment  
of Writing Subject Made by the  
Fourth Semester Students of  
English Department at Stain  
Salatiga in the Academic Year  
2011/2012. Skripsi pada Fakultas  
Tarbiyah STAIN Salatiga:  
Unpublished.*

Robinson, P, Ellis, N. (2008). Handbook of  
cognitive linguistics and second  
language acquisition. New York,  
NY: Taylor & Francis.

Tasai, Amran, dkk. 2010. Cernat Berbahas  
Indonesia untuk Perguruan Tinggi.  
Jakarta: Akapress