

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the study

People use language for communicating each other. It is used by human for communicating to another human or his/her interlocutors, whether one, two, or more people. Language is expressed by speaker to the hearer orally, written or even through symbols. In social community, society uses languages for describing about feelings and thought, sharing ideas and information, and communicating, all these are called as social interaction. Without language, people will not be able to interact in their society. However, only by using language, people can understand what the speaker's meaning.

English language has been commonly accepted as an active universal language in the world. People who study English language consider it as their personal proficiency. Therefore, nowadays many people, particularly students, ought to master English language. Mastering English language is an important value for the students to have. By mastering the language the students can improve themselves both in academic and life skill. English language is focused on the ability of learners to be capable of mastering the four language skills, namely: listening speaking, reading, and writing.

Teaching speaking is the one of the important parts in English skills that should be mastered by students besides reading, writing and listening. The function of speaking skill are to express an idea, someone feeling, thought, and it express spontaneously and orally. Speaking is one of the language art of talk as

communication interaction with someone, and it is very difficult to master it. Speaking skill is have a closely relationship with listening skill, in speaking act, the students must be listening and then speak up, because speaking is not only remembering and memorizing the sentences in written but speaking is spontaneous to show the students idea by orally.

Based on the expereince (PPL) in SMA Mardi Lestari Medan 11th grade many of students made a mistakes. Many students make a mistake because they didn't know what they want to say because lack of vocabulary so they were confused when they did performance in in front of the class. And some of students were confused because they couldn't make the correct pronunciation. So the writer choose these tittle because the writer want to help the student to improve their vocabulary, so that the students can speak very well in front of the class very well without confusing and worry.

According to clark and clark (2014: 54) in Muthmainnah , there are nine of speech error the students common do the error when the students speak in front of the class there are silent pause, filled pause, repeat, unretraced false start, retracted false start, correction, interjection, stutter, slips of the tongue.

Based on the explanation above, the writer would like to conduct a research entitled "An Error Analysis Of Students Performance In Speaking at SMA Mardi Lestari Medan".

## **1.2 The Problem of the study**

Based on background of study, the problem is formulated as follow:

“What are the types of speech error in speaking performance by students of eleventh grade at SMA Mardi Lestari Medan?”

## **1.2 The objective of study**

In relation to the problem, the objective of the study is to find out the types of error occur on the students' speaking performance of Seven grade at SMA Mardi Lestari Medan.

## **1.4 The Scope of the study**

According to Clark and Clark in Muthmainnah (2014: 54) there are nine of speech error the students common do the error when the students speak in front of the class there are silent pause, filled pause, repeat, unretraced false start, retracted false start, correction, interjection, stutter, slips of the tongue. In this research the writer focused to analyze what types of speech error that students' use on the speaking performance.

## **1.5 The significances of the study**

The findings of this study are expeted to be theoritically and practically significant and relevant for some matters.

- a) Theoretically, the finding of the study is expected
  1. to give guidance to improve teachspeaking
  2. to give the students information about english pronunciation can help to repair their speaking.
- b) Practically, the findings of the study are expected to be useful for:

1. English teacher, to provide guidance in improving their teaching in helping their students to master English
2. Students, to give them information about English pronunciation can help to repair their speaking
3. The writer, to provide references in conducting similar research study about speaking.

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1 Theoretical Framework

The literature review of this research will be based on the topic which has been posed above. main aspects. They are English teaching and learning, teaching English as a foreign language, teaching English in Junior High School, the quality of teaching and learning, the concept of speaking, teaching speaking in Junior High School, in teaching speaking.

#### 2.2 Speaking

Speaking is an activity of delivering message, it occurs between speaker and listener orally. In other words, the main point of speaking activity is that speakers communicate their message to the listeners. In this case, the speaker and listener should be able to understand each other. The speaker can produce the sounds that involved the messages and the listener can receive, process, and response the messages.

Speaking is a skill which is used by someone to communicate in daily life, whether at school or outside the school. The skill is required by much repetition in learning to speak, especially foreign language students have difficulties in expressing their ideas. They often make mistakes while trying to communicate in English.

Brown (2004:140) states that speaking is productive skill that can be directly and empirically observe. It means that when the people speak orally to

other people, they are producing words that have meaning and the listener can respond or give feedback. In this situation, the students must be able to have good interactions in daily activity to express their idea, opinion and feeling.

Speaking is very important with the other people with speaking many people can build the interaction. According to Chastain (2004) in situ surinah speaking is a productive skill since it produces ideas, messages, and suggestion and we need to practice it. To increase the skill in communicating in English, it is not enough in the classroom but practice out side of the classroom. It will be influenced our speaking skill.

According to Harmer (2001:269) Defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language on the spot. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time for detailed planning.

Speaking is an interactive process of constructing meaning that involves producing and receiving. According to Bygate (2001:242 )Speaking is important for many second language learner however, the teaching of this skill is problematic for many teachers because of the complexity of spoken interaction and a lack of consensus about what principled approaches should be adopted to teach speaking. Speaking is the way how the people to deliver message or information to students.

Based on the explanations above the writer can explain about speaking is the most important part of human life. With speaking some of people can build

relationship with other peoples. The component of speaking in each theory as follows: There are four aspects below has a great influence in speaking skills as Hormaililis (2003 : 6), they are:

a. Vocabulary

Vocabulary is one of the extreme aspects that support speaking activity. It deals with the right and appropriate words. (Ur in Hormailis 2003:6).

b. Grammar

Warrinerin Ramli (2003:6) believes that communication in speaking runs smoothly if its grammar can be understood. Therefore, speakers must be aware of the grammar that they use in speaking. In other words, grammar is the rule by which we put together meaningful and part of words of a language to communicate messages that are comprehensible.

c. Fluency

Speaking is an activity of reproducing word orally. It means that there is a process of exchanging ideas between a speaker and a listener. Therefore, it is important to have fluency as having the skill of other components of speaking. Longman in Hormailis (2003 : 17) states that the fluency is the quality or condition of being fluent. It is skill to use the

language spontaneously and confidently and without undue pauses and hesitation.

d. Pronunciation

Pronunciation is the production of speech sound for communication and it is very important in communication. Kelly (2000:11) says that to use the stress and the intonation inaccurately can cause problem.

Based on the explanations of some theory above, the writer can concluded that the component of speaking is the important one to be reference for a good speaker. The component of speaking are grammar, vocabulary, pronunciation, fluency and comprehension. It means that in speaking, the speakershould attention of the component to be a good speaker.

### **2.2.1The Goals and Techniques for Teaching Speaking**

Simply put, the goal of a speaking component in a language class should be to encourage the acquisition of communication skills and to foster real communication in and out of the classroom. In teaching situations, the teacher may have some leeway in deciding what objectives to meet, what content to cover and what activities to use. In this case, teacher can go beyond the more specific goals and objectives of the particular program to the real world.

In designing speaking techniques, teachers have to pay attention to some principles to achieve a better performance in the classroom. According to Brown, there are seven principles for designing speaking techniques:

1. Techniques should cover the spectrum of student needs, from language based focus on accuracy to message-based focus on interaction, meaning and fluency.
2. Techniques should be intrinsically motivating.
3. Techniques should encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening.



6. Give students opportunities to initiate oral communication

7. Encourage the development of speaking strategies.

### **2.2.2 The Types of Speaking Activities**

There are several activities that will be carried out by the writer to improve students speaking abilities. According to Brown(2007:141-142), there are five types of speaking activities: “Imitative, intensive, responsive, interactive, and extensive (monologue)”. To make us clearer to understand each of type the writer will explain one by one:

#### **a. Imitative**

One of continuum of types of speaking performance is the ability to simply parrot back (imitative) a word or phrase or possibly a sentence. Drilling a legitimate part of the communicative language classroom offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty, either the phonological or grammatical. Drills are to language teaching what the pitching machine is to baseball. They offer limited practice through repetition, they allow one to focus on one element of a language in a controlled activity.

#### **b. Intensive**

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are going over certain form of language.

For example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion,; limited picture-cued tasks including simple sequences, and translation up to simple sentence level.

#### c.Responsive

A good deal of student speech in the classroom is responsive; short replies to teacher or student's initiated questions or comments. These replies are usually sufficient and do not extend into dialogues, such speech can be meaningful and authentic. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments, and the like.

#### d.Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction. Interaction can take the two forms of transactional language or interpersonal exchange. Transactional language has the purpose of exchanging specific information. Conversation for example may have more of a negotiate nature to them than does responsive speech. While interpersonal exchange have more for the purpose of maintaining social relationship than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of the following factors.

#### e.extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, short speeches, or perhaps story- telling, during which the opportunity for oral interaction from

listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formula extensive tasks, but cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

### **2.2.3 Strategies for Developing Speaking Skills**

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process Nelson (2003: 21). These instructors help students learn to speak so that the students can use speaking to learn.

#### **1. Using minimal responses**

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. When we use the minimal responses we can see all the students begin to participate when the teacher asks something to the students start from there the students build up a stock of minimal responses.

#### **2. Recognizing scripts**

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So when the teacher does these scripts the students can be aware of the script for different situations and then the students give the response that the teacher said.

### **3. Using language to talk about language**

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. In this strategies so many student can not understand what their partner say when their friend do the conversation in front of the class so in here the teacher do a small group to increase their vocabulary and their communication.

#### **2.2.4 Error in speaking**

Error seems as a natural process of learning. According to Fauziaty (2009:168) Error is considered as an inevitable and positive part of the process". Errors could exist in the English skill such as listening, speaking, reading, and writing. Students in SMP Swasta Advent 1 Medan and maybe Students of English Department From the first semester to high semester possible make error. The errors can be simple error or complex error. The students who know more knowledge or rule of English will decrease making error. The students must know the type of errors. The knowing of knowledge of errors, the students can decrease making error and improve their speaking skill. So, the students can master the English, especially in the skills. when the student aware about their error the student will repair about their error and improve their vocabulary so that the student can not speak error in front of the class.

#### **2.3 Error**

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 significant distinction is generally made between errors (systematic deviations) and mistakes (speech performance errors) which are not treated the same from a linguistic viewpoint. The study of learners' errors has been the main area of investigation by linguists in the history of second-language acquisition research.

It is unavoidable that the student does some errors in his language learning process. The realization of the second language student errors is important for understanding a foreign language learning process and planning of a course. In other words, errors give sign to the teacher and researchers how target language learning is successfully achieved.

Errors are part of the students Interlingual. That is the version of the language which a learner has at any one stage of development and which continually reshaped as he or she aims towards full mastery. However, Julian Edge suggests the errors are mistakes which students cannot correct themselves and which therefore need explanation. It means when students make errors, they cannot to correct their errors by themselves

Noam Chomsky is one of the linguists who pointed out that native speakers make many errors when speaking (when performing), even though a native speaker has a perfect command of his language, perfect knowledge of grammatical rules, lexis and the sound system. It means not only second or foreign language students who makes the errors in their speaking but also the native speaker who use English as the first language in daily communication.

Errors on the other hand are problems that wouldn't have. Brown defines an error as "Noticeable deviation from the adult grammar of a native speaker, reflecting the interlingual competence of the learner." As someone learns a foreign language, the errors he makes indicates his level proficiency. On the other hand, the errors made by a beginner are different from the errors of an advanced student and what were once errors become more mistakes.

Indeed, error cannot always be easily identified, because the notion of error presupposes a norm, and norms, in the turn, are dependent on amongst other things, the medium (spoken or written language), the social context (formal or informal) and the relation between speaker and hearer (symmetrical or asymmetrical). Hence, as a teacher must prepare promptly before teaching and she/he can analyze what error his/her students have done.

Errors on the other hand are systematic, consistent deviances characteristic of the learner's linguistic system at a given stage of learning. So in this point, errors are influenced by competence factors, that means students doesn't understand yet about the linguistics system used or in other words, students need the teacher or other people to correct their errors. In the technical sense, error takes place when the deviation arises as a result of lack of knowledge. A mistake occurs when learner fail to perform their competence. So, error represents a lack of.

Brown (2000:170) in Adrian states that errors are a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language

competence of the learners. Learners of a language have different levels of competency in learning English and automatically this process may involve different causes for error. For example, if a learner asks: *Does John can sing?*, he is probably reflecting a competence level in which all verbs require a do auxiliary for question formation so he committed that error.

### **2.3.1 The Cause of Error**

There are several causes of error when the writer telling the students to speak in front of the class. Brown (2007: 263) classifies the sources of error into four sources, those are interlingual, intralingual, context of learning and communication strategies. The four sources of error will be discussed briefly below.

1) The first source of error is interlingual transfer. It is the beginning stage of learning second language. It is the negative influence of the mother tongue of learner. In this stage, students are not familiar yet with the use of target language, so they use a previous experience when they learn it.

2) The second source of error is intralingual transfer. It is the negative transfer of items within the target language. In this stage, students just learn some of target language, so students apply the structure into a new form and develop it that does not correspond to target language or mother language.

3) The third source of error is context of learning. It overlaps both types of transfer. In this stage, context refers to the teacher or the textbook. In classroom, the teacher or the textbook can lead the students to make errors. It can be called false concept.

4)The last source of error is communication strategies. It is related to learning style. In this stage, students have to use their production strategies for getting the message. But sometimes it can be sources of error.

Moreover, Richards (1971:10) classifies sources of errors into six types that are Interferences, Overgeneralization, Performance error, Markers of transitional competence, Strategy of communication and assimilation. The six types of causes of error will be explained briefly below.

1)Interference that is an error resulting from the transfer of grammatical and/orstylistic elements from the source language to the target language.For example: *has allowed to capitalist man.*

2)Overgeneralization that is an error caused by extension of target language rules to areas where they do not apply.For example: *he can sings, we are hope, It is occurs, he come from.*

3)Performance error that is unsystematic error that occurs as the result of such thing as memory lapses, fatigue, confusion, or strong emotion. For example: *This light can impress thefilm and in this way to fix the image of the film.*

4)Markers of transitional competence, that is an error that results from a natural and perhaps inevitable development sequence in the second language learning process (by analogy with first language acquisition). For example: *What he can ride in?*

5)Strategy of communication and assimilation that is an error resulting from the attempt to communicate in the target language without having completely



acquired the grammatical form necessary to do so. For example: *Yesterday we go for a drive and we stop near the beach.*

Based on the explanations above, it can be concluded that there are some factors that is caused an error, which are interlingual, intralingual, context of learning, communication strategies, interferences, overgeneralization, performance error, markers of transitional competence, strategy of communication and assimilation.

### **2.3.2 Types of Speech Error**

The writer analyzes types error by classifying the data based on the theory of Clark and Clark, but for slip of the tongue the writer uses the theories that are the combination between Aitchison theory (1998:240-247). In Muthmainnah states There are 9 types of speech error; silent pause, filled pause, repeat, unretraced false start, retraced false start, correction, interjection, stutter, slip of the tongue. here this is the types we can find when the student speaking in front of the class or when the students performance.

#### **1) Silent pauses**

Silent pause occurs when the speaker take a second or more between words. The speaker thinks the next word or forgetting the next word. So, the speaker keeps silent for a second to produce the next word. There is a sentence of silent pause. "I have some // exercise for you". After the word "I have some", the speaker stops and keeps silent for few minutes. Then the speaker completes the sentence by saying "exercise for you".

## **2) Filled pauses**

The speaker produces speech sounds, and in the speech sound there is a gap filled by ah, er, uh, mm, such as turn on, uh, while planning and thinking of what he would say next before continuing his words.

## **3) Repeats**

Repeat occurs when the speakers produce speech sound and the speakers repeat one or more words before they finish their sentence, such as turn on the heater/the heater switch. There is an example of repetition “*What do you/what do you call today?*” According to this question, the speaker repeats the words what, do, and you. After repeat the words, the speaker completes the question.

## **4) Unretraced False Starts**

Unretraced occurs when the speaker getting wrong in their speech, and they try to repair their sentence by correcting one word or more words. The example of unretraced “Let our start the expressing apologize informalis/are. The speaker tries to repair the sentence by changing the word “is” into “are” without using the explicit utterance. The speaker corrects the word directly without space.

## **5) Retraced False Starts**

The speaker corrects the word, but before correcting the word, the speaker repeats one word or more words, such as turn on the stove/the heater switch. This is an example of retraced. “After the end of you/after you finish your assignment”. Speaker repeats the word “after”, and then she corrects the next word into “you finish your assignment”.

## **6) Corrections**

Correction occurs when the speaker correct one word or more. Correction is similar to unretraced, but correction uses explicit correction to correct the word, such as turn on the stove switch-I mean the heater switch. The example is Please your/I'm sorry please discuss with your partner". For the first, the speaker says "please your", but the speaker corrects the sentence into "please discuss with your partner". In the middle of the sentence, the speaker corrects the sentence using explicit utterance ", I'm sorry".

### **7) Interjections**

Interjection is almost similar to filled pause, both of them show that the speaker pauses at a moment and fills the gap by sound, but interjection "oh, ah, well, and say" the students always use these words when they can not want to speak.

### **8) Stutters**

Stutter occurs when the speaker repeats same sound rapidly, such as turn on h – h – h heater switch. The example is "ec-ec-ec each person one". The speaker repeats the word "ec" rapidly. After repeating the word "ec", the speaker can produce the sentence fluently.

### **9) Slips of the Tongue**

Slip of the tongue occurs when the speaker slips in their sounds, words, or the other, such as turn on the sweeter hitch. The example of slip of tongue "This material today in in it invitation". The speaker tries to speak "is", but in the end of the sentence is the word "invitation". The speaker produces the speech unsuccessful. The word "invitation" influences the word before. So, the sounds "is" become the sounds "in" and "it" and the speaker gets slip.

## 2.4 Error Analysis

Error Analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. Another definition of error analysis is given by Brown (2007) in Refa . He defines error analysis as a process to observe, analyze, and classify the deviations of the rules of the second languages and then to reveal the system operated by learner. In addition, improving the quality of English teaching and learning process means the educational policymaker, curriculum creator. Teachers should work together to evaluate, improve and redesign English teaching and learning curriculum.

Error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics. The three definitions above clarify that error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. Another thing, which should be noticed is the procedure of error analysis.

Error analysis concerned with the complication study analysis of errors made by second language learners and aims at investigating aspects of second language acquisition. It means that an error analysis tells us what errors that the students actually made. The fact that learner make errors and that these errors can be observed, analyzed and classified to repeal something of the system operating within learner, leads to surge of study of learners' errors, called Error Analysis (EA).

The studies in EA continue to contribute in growing knowledge of how people learn language and how it can be applied in teaching foreign language effectively. In addition, the EA has insight into language acquisition process that has been stimulated in teaching practice.

Based on definitions above, that can be conclude that researcher and language teacher use procedure to analyze the error. In analyzing errors it must be followed by some steps, they are sample collection, identification of errors, explanation of errors, classification of errors and evaluation of errors. These five steps must be followed in analyzing errors of students, so their errors could be corrected.

### 2.4.1 Types of Error

The error of students may be classified as the error of competence and error of performance. The error competence are systematic and continuously. Error of performance are unsystematic, and the students can correct themselves. To describe the types of error, Heidi dulay said that there are four types of error omission, addition, misformation and misordering.

#### 1. Omission

Omission is any deletion of certain necessary items in sentences. Omission is indicated by the absence of certain item that must appear in sentences. This usually happens in the early stages of second language acquisition.

For example:

<b>Error sentences</b>	<b>Correct sentences</b>
My mother smart cooking	My mother <b>is</b> smart in cooking
This place is most important in the world	This place is <b>the</b> most important in the world
I have cat in my house	I have <b>a</b> cat in my house
She buys apple in the market with me	She buys <b>an</b> apple in the market with me

In here, the definite article and indefinite articles are omitted in many contexts where they must appear according to the rules of the target language.

## 2. Addition

Addition is any usage of unnecessary items in the sentences. Addition is indicated by the presence of an ‘unwanted’ item in sentences. The unwanted items do not appear in a well formed utterance. This happens when the learners overuse certain grammatical rules of the target language.

For example:

Error sentences	Correct sentences
She live in the depok city	She lives in depok city
I feel a happy	I feel happy
..... but not a big	..... but not big

In here, addition errors are made by learners in that they present definite and indefinite articles in place where they most not appear.

## 3. Misformation

Misformation is characterized by the use of wrong placement of an article.

For example:

Error sentences	Correct sentences
This is <b>a</b> important thing in my life	This is <b>an</b> important thing in my life
It is <b>a</b> exciting time	It is <b>an</b> exciting time
It has <b>a</b> important location	It has <b>an</b> important location

In here, one of the cases is the indefinite article “a” was used instead of the indefinite article “an”.

#### **4. Misordering**

Misordering is any incorrect placement of certain morphemes in sentences.

For example: **“She fights all the time her brother.”**It should be **“She fights her brother all the time.”**

#### **2.5 Previous Research**

In this research, the writer takes two previous research. The first is *error analysis of student's speaking performance in english speaking community* by Arfiena Noer Sasmita Lestari Utami 2017. In this research used qualitative. Students cannot avoid to produce errors especially in speaking process. Errors occur when students do not know the rule of language and do not realize that they make errors. These errors can make unsuccessful speaking performance. Therefore, it is essential for students to have good speaking performance by speaking fluently and accurately. This study aimed to analyze errors of students' speaking performance in English Speaking Community those are errors of student's fluency and accuracy. This study used descriptive design because it aimed to analyze the errors and describe the errors of students' speaking performance. The data were gathered from students' utterances that contain errors of fluency and accuracy. The subjects of the study were three English Study Program students in the third semester who joined English Speaking Community. The data of the study were students' fluency and accuracy in which accuracy includes grammar, vocabulary and pronunciation while the source of data were students' utterances which is recorded. Field notes and checklist were used as the instrument to gain the data. The result revealed that

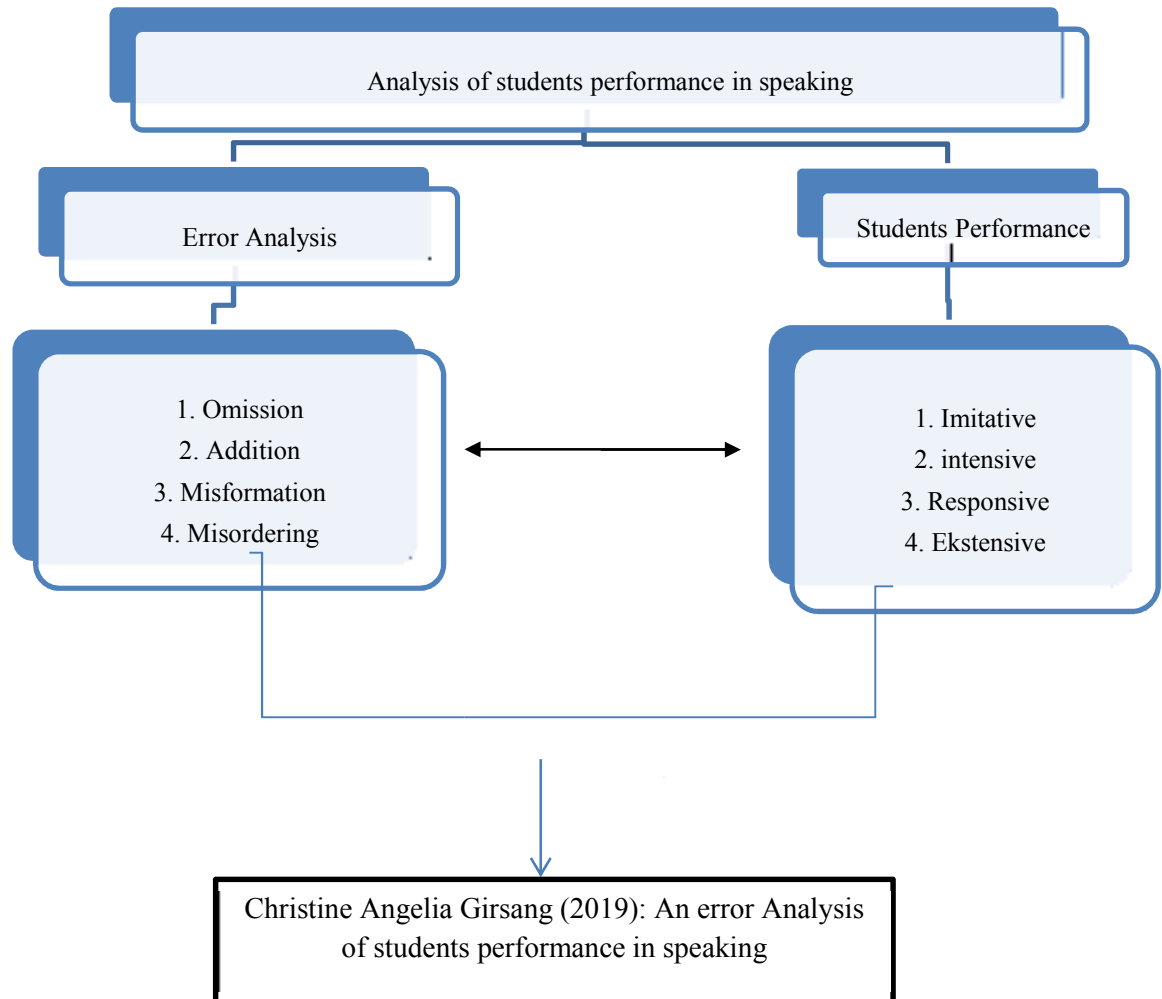
there were two main errors on students' speaking performance those are errors of fluency and errors of accuracy. In errors of fluency, students produced hesitations, pauses, filler and repetitions while in errors of accuracy, students could not use correct form in singularity/plurality, tense and verb form related to grammar; students could not choose proper words related to vocabulary; lastly, most of them mispronounced in the sound of . In conclusion, based on the types of error, it found that students' speaking performance have different number of errors they have produced even though they were in the same level.

The second is *error analysis in english speaking performance of the indonesian university students* by Salija,Kisman (2010) errors in speaking found dealt with grammatical matters and the rest with pronunciation and diction. The most predominant source of the error can be said to be the interference of the target language. The learners have difficulty to fully intemalize the systematical rules due to the uniqueness of the target language system, and their ineffective learning strategies. This study based on the "controlled" speeches by the fourth semester students of english education.

The contribution of this research as writer are know the contribution of the students improve the students' speaking, and make the practice to know the extent to which students' develop in speaking.



## 2.6 Conceptual Framework



## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1 Research Design**

This research design was descriptive qualitative. Here, the writer describes the errors of students speaking skill. Meanwhile, it is said qualitative research because it involves natural setting fundamentally interpretive.

descriptive research was to investigate the variety of educational problems and issues. Then, according to kothari in Nisa (2015: 23) descriptive research includes survey and fact finding enquires of different kinds. Based on the theory above, the researcher used this design that was descriptive research with qualitative approach because the writer explained and describe the data. The data are in the form of words, sentence not in the forms of number. In this research, writer analyzed students speaking performance in front of the class. This design was suitable with this research because the writer want to identify how are students speaking performance in front of the class.

#### **3.2 The Subject and Object of the Study**

The subject of this subject was the seventh grade in SMP Swasta Advent 1 Medan. There are two pararel groups and each group consist of 20 students. The writer was select one class as a sample.

#### **3.3 The instrument of collecting Data**

The instrument to get the data from the students speaking skill is speaking test with use mobile phone as a media to analyze the students. In this test the writer was asked the students to speak about the topic that would given by the

writer. The researcher used video recorder for records students spoken in front of the class.

### **3.4 Technique Of Collecting Data**

In collecting the data, the writer was used documentation. Documentation in this research is the result of the recording of student's speaking performance. The students was speak about themselves, their daily routine and about life in Indonesia or in the local area where they lived, around 3-5 minutes. There are some technique of collecting the data ;

- 1) Asking the students to speak in front of the class based on the topic
- 2) Recording the students performance
- 3) listening the result of the students performance
- 4) Transcript the error students speaking into writing
- 5) Underlining the students error speaking performance .

### **1.5 Technique of Analyzing Data**

After collecting the data from the students, the writer was analyzed students

1. Classifying and analyze the students speaking based on the type of error.  
Namely: silent pause, filled pause , repeats, retraced false starts, unretraced false starts, corrections, interjections, stutter , and slips tongue.
2. Making the percentage of students error speaking performance to find out which dominant error in students performance.
3. Making a conclusion about the research.

