ERROR ANALYSIS ON STUDENTS' SPEAKING PERFORMANCE

(A Case Study at the Second Year Students of SMK Permata 2 Bogor)

A "Skripsi"

Presented to the Faculty of Tarbiya and Teachers' Training

In Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan

By:

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FACULTY OF TARBIYA AND TEACHERS' TRAINING

STATE ISLAMIC UNIVERSITY (UIN)

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ENDORSEMENT SHEET

The Examination Committee of the Faculty of Tarbiyah and Teacher's Training certifies that the skripsi (Scientific Paper) entitled **"ERROR ANALYSIS ON STUDENTS' SPEAKING PERFORMANCE (A Case Study at the Second Year Students of SMK Permata 2 Bogor),** written by Abdul Gopur, student's registration number: 103014026982, Was examined by the committee on January 15th 2008, and was declared to have passed, and therefore, fulfilled one of the requirements for the academic title of 'S. Pd.' (Bachelor of Arts) in English Language at the Department of English Education.

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"In the name of Allah, the Beneficent, the Merciful. All Praises be to Allah Lord of the worlds who has bestowed upon the writer in completing this skripsi and blessing be upon our Prophet Muhammad SAW, his families, his companions and his followers. "

In this occasion the writer would like to express his great honor and acknowledgement to Mr. Drs. H. Sunardi Kartosuwiryo, Dipl. Ed as the advisor who has guided him in skripsi written. His beloved father, mother, brothers and sister who always give support, motivation and moral encouragement to finish his skripsi. His gratitude also goes to:

1. Prof. Dr. Dede Rosyada, MA, the Dean of Faculty of Tarbiya and Teachers' Training.

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6. All of friends in English Department which the writer could not mention their names one by one.

7. All who have given their help in writing this skripsi that writer could not mention one by one.

The writer believes that this skripsi will give useful insights for all English teachers. Moreover, the writer hopes the findings will give valuable information for other researcher to do a further study in the same topic.

May Allah, the Almighty bless them all, Amin ……
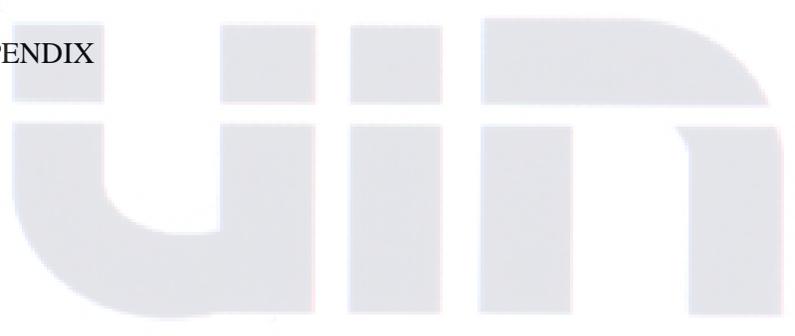
Jakarta, January 2008

The writer

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CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is always an important aspect to people in their life. Because by speaking people can communicate their feeling, share the ideas and opinions. As a language skill, speaking is sometimes undervalued, or in some circles, taken for granted[1]. In other words, speaking English as a kind of skill used to show that the people have superiority in mastering English. Or some people give a judgment about English competence based on speaking ability rather than from any other language skills. In addition, student's languages are considered successful if they can communicate effectively in their second or a foreign language[2].

With the recent growth of English as an international language of communication, there is a clear need for many students to speak and interact in a multiplicity of situations through the language[3]. Such as in formal situations and informal situations, as for business, foreign travel, and other professional reasons.

Speaking means a lot in communication. So it means that speaking is an activity that people can communicate what they want directly and the others can grasp and give responses in a short time.

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[1] Jo. Mc Donough and Christhoper Shaw, *Materials and Methods in ELT, A Teacher's Guide,* Cambridge, 1993, p. 151
[2] Marianne Celce-Murcia, *Teaching English as a Second or a Foreign Language second edition,* Boston, 1991, p. 125
[3] Jo. Mc Donough and Christhoper Shaw, *Materials and Methods in ……,* p. 151

As a foreign language in our country, English has become popular for the people to use it in daily conversation or as a language reference like in teaching learning process in the classroom, the direction of using technological things, etc.

Practically, in teaching learning process in the classroom, some students do lots of mistakes or even some errors in their speaking activity. Based on language testing book, the criteria of evaluation of testing speaking have five criteria, including:

a. Pronunciation

b. Vocabulary

c. Structure

d. Comprehension, and

e. Fluency

For that reason the writer chooses the title of this paper "Error Analysis on Students' Speaking Performance (A case study at second year students of SMK (Vocational High School) Permata 2 Bogor)".

B. Statement of the Problem

In this research paper, the writer states the problems as follows: "Are there any errors in students' pronunciation at segmental phonemes at second year students of Vocational High School (SMK) of Permata 2 Bogor ?"

C. The Limitation of Problem

The limitation of problem in this skripsi is intended to analyze the errors of pronunciation at segmental phonemes in the final consonant which is made by

students' in speaking performance at second year of Vocational High School of Permata 2 Bogor.

D. **The Significance of Study**

The result of the research is expected to be useful for the readers, school itself and the students are or who interested in English education. And this result hoped to be useful for the teachers of English language, which is as a feedback in designing materials and teaching strategies, so the students of English education will perform better in speaking English.

E. **Organization of Writing**

This skripsi has four chapters:

The first chapter is introduction, which consists of the background of study, statement of the problem, the Significant of Study, and Organization of Writing.

The second chapter is theoretical framework, which consists of two parts. Part A is about error, which covers the definition of error, the causes of errors, and the goals of error. And part B is about speaking, which covers the definition of speaking, the goals and techniques for teaching speaking, the purpose of speaking, the types of speaking activities, and the strategies for developing speaking skill.

The third chapter is the research methodology and research finding, which consists of two parts. Part A is research methodology, which covers the purpose of study, place and time of study, method of study, the technique of sample taking, and the techniques of data collecting. And part B is research finding,

which covers the description of data, the analysis of data and discussion, and some alternative ways for overcoming the problems.

And the last chapter is chapter IV, contains conclusion and suggestions.

CHAPTER II

THEORETICAL FRAMEWORK

A. Error

1. Definition of Errors

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.

According to Geographical Webster, Revised Home and Office Dictionary of the English Language *"error is a mistake made in writing or otherwise, a wandering or deviation from the truth."* It means that error can be found in the writing covering a phoneme, a morpheme, a word, a phrase, a clause, a sentence, a paragraph, a discourse.

Errors are part of the students Interlingua[4]. 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

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[4] Jeremy Harmer, *The Practice of English Language Teaching 3rds edition,* (London),1986 P.100

explanation[5]. It means when students make errors, they cannot correct their errors by themselves but they need the teacher or another to correct their errors 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.[6] 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 interlingua competence of the learner."*[7] 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

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[5] Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition,* (London),1986 P.99
[6] Chomsky in Peter Hubbard et al, *A Training Course for TEFL,* New York, 1983, p. 133
[7] Ibid p. 21

a teacher must prepare promptly before teaching and she/he can analyze what error his/her students have done.

Corder (1977) suggests a distinction between errors, there are Errors of competence and errors of performance.[8] First, errors of competence are the result of the application of rules by the second language learner which do not (yet) correspond to the second language. Second, errors of performance are the result of a mistake in language use and manifest themselves as repeats, false starts, correction or slip of the tongue. Clearly, second language learner can recognize and correct errors of performance but not errors of competence.

In other context, Corder introduces an important distinction between errors and mistakes. Mistakes are deviation due to performance factors such as memory limitation, spelling, pronunciation, fatigue, emotional strain etc.[9] it means that mistakes are influenced by students memory of knowledge such as mistakes in the sequence of tenses, agreement in long sentences, and also influenced by emotional strain. Mistakes typically random and readily corrected by the student when his attention is drawn to them.

Errors on the other hand are systematic, consistent deviances characteristic of the learner's linguistic system at a given stage of

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[8] Corder in Christopher Brumfit, *Applied Linguistics and English Language Teaching,* London, p. 52

[9] (as quoted by Jacek Fisiak, *Contrastive Linguistics and the Language Teacher,* (New York), 1981 p. 224)

learning.[10] 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.[11] So, error represents a lack of competence while mistake error represents a lack of performance.

2. Causes of Errors

Error occurs for many reasons. One of strategies to prevent students making the same error again and again is by looking at the error itself. In discussing error, Corder claims there are three major causes of error that arise in second language learning. These errors are *Transfer Error*s, *Analogical Errors, Teaching Induced Errors.*[12]

Learning mother tongue is different with learning a foreign language. The students foreign language make some errors in learning foreign language. As signs of learning failure and, as such, not to be willingly tolerated. So, we must analyze what kinds of causes of errors that happen to students. In discussing causes of errors, it is said that

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[10] (as quoted by Jacek Fisiak., *Contrastive Linguistics and the Language Teacher,* (New York), 1981 p. 224)
[11] Rod Ellis, *The Study of Second Language Acquisition,* (New York), 1994, p. 51
[12] (as quoted by Peter Hubbard, et al., *A Training Course for TEFL,* New York, 1983, p. 140)

there are two major causes of errors namely L1 Interference, and the second Developmental Errors.[13]

a. *L1 Interference*

Students who learns English as a second language have a deep knowledge of one other language, and the first language (L1) and English come into contact with each others there are confusions which provide errors in a learner's use of English. This can be at level of sounds, example: *She who is sitting on my chair; "I've finished"* is heard as "*I finished*"

The beginning stage of learning a second language is characterized by a good deal of mother tongue interference (from native language). In this early stage, before the system. The sound system (phonology) and the grammar of the first language impose themselves on the new language and this leads to a 'foreign' pronunciation, faulty grammatical patterns and, occasionally, to the wrong choice of vocabulary.

b. *Developmental Errors*

Foreign language students make the same kind of 'developmental' errors as well. This account for mistake like: "*She is more nicer than him"*, where the acquisition of more comparative is over-generalized and then mixed up with the rule that the student has learnt that comparative adjective + er. Error of

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[13] Jeremy Harmer, *The Practice of English Language Teaching, 3ʳᵈ edition,* London, 1986, p. 99-100

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this kind are part of a natural acquisition process. When second language learners shake errors, they are demonstrating part of the natural process of language learning.

3. **The Goals of Errors**

In error analysis, there are some benefits based on goals of it. Just like Sridhar's opinion that there are four goals of error analysis. For further explanation he said:

"It was believed that error analysis, by identifying the arises of difficulty for the learner, could help in (i) determining the sequence of presentation of target items in textbook and classroom, with the difficult items following the easier ones; (ii) deciding the relative degree of emphasis, explanation and practice required putting across various items in the target language; (iii) devising remedial lesson and exercise, and finally (iv) selecting items for testing the learner's proficiency".[14]

Speaking about the goal of error, Tarigan's opinion is a bit different from sridhar's :

"melalui kegiatan pengkajian kesalahan itu dapat diungkapkan berbagai hal mengenai kesalahan berbahasa yang dibuat atau dilakukan oleh siswa, hal-hal yang dimaksud anatara lain latar belakang, sebab musabab dan ragam kesalahan, pada giliranya hal itu dapat diunakan sebagai umpan balik dalam penyempurnaan dan perbaikan dalam pengajaran bahasa, lebih-lebih dalam mempersiapkan pengajaran remedial." (In error analysis it can be traced background, cause and type of error. Finally it can be used as a feedback in perfecting and correcting a language teaching, moreover in planning a certain teaching).[15]

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[14] Jacek Fisiak, *Contrastive Linguistics and the Language Teacher,* (New York), 1981 p. 221-222

[15] Henry Guntur Tarigan, *PengajaranAnNalisis Kesalahan Berbahasa,* Bandung: Angkasa, 1988, p. 69

The learner is constantly attempting to solve problem and make a sense of the linguistic evidence around him. Error is inevitable; it is in fact, an integral part of the learning process and developing competence.[16]

On the other hand, Corder make a distinction between the theoretical and applied goals of error analysis. Applied goal of error analysis is correcting and eradicating the learner's errors at the expense of the more important and logically prior task of evolving an explanatory theory of learner's performance. Thus the theoretical aspect of error analysis is as worthy of study in and of itself as is that of child language acquisition and can, in turn, provide insights into the process of language acquisition in general.[17]

B. SPEAKING

1. The Definition of Speaking

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.

According to Advanced Learner's English dictionary, speaking is the activity of giving speeches and talks. While Henry Guntur Tarigan says :

" Berbicara adalah suatu keterampilan berbahasa yang berkembang pada kehidupan anak, yang hanya didahului oleh keterampilan menyimak, dan pada masa itulah kemamapuan berbicara atau berujar dipelajari."

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[16] Peter Hubbard, et al., *A Training Course for TEFL,* New York, 1983, p. 144

[17] Jacek Fisiak, *Contrastive Linguistics and the Language Teacher,* (New York), 1981 p. 225

(speaking is a language skill which evolve in children's life and its started by listening skill, and in that moment their speaking skill are thought).[18]

Speaking is a social skill.[19] A people rarely speaks without an audience or communicant, whereas people can read and write in private and listen to the radio or watch the television alone.

At the functional level, speaking is making oneself understood. At a more refined level, speaking requires the correct and idiomatic use of the target language.[20] In other words, people who speak has the same meaning and goals to express what they want directly and other can give responses in a short time, and also it needs the correct utterances, expression and idiom.

Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analysis of the speech process:

1. Pronunciation (including the segmental features-vowels and consonant-and the stress and intonation patterns)
2. Grammar
3. Vocabulary
4. Fluency (the ease and speed of the flow of speech)
5. Comprehension[21]

Each language has certain number of sound units called phonemes.[22] For instance, English has two phonemes *s* and *z*. These are

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[18] Henry Guntur Tarigan, *Bebricara Sebagai Suatu Keterampilan Berbahasa,* (Bandung), 1986, p. 3

[19] Rebecca M. Valette, *Modern Language Testing 2nd edition,* USA, 1977, p. 119

[20] Ibid, p. 120

[21] Sharees Chauday, *Testing Spoken English*, (English Teaching Forum, 197), vol 36.p22

[22] Paul Roberts, *Understanding English,* USA, 1958, p. 69

the difference between *gross* and *grows*, these phonemes are consonant in final position.

2. The **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.[23] 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[24].

3. The Purpose of Speaking

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[23] Marianne Celce-Murcia, *Teaching English as a Second or a Foreign Language second edition,* Boston, 1991, p. 126

[24] H. Douglas Brown, *Teaching By Principles*.2nd Ed, (Now York: Pearson Education Longman Group, 2000),p.275-276

As a skill which enables us to produce utterances, when genuinely communicate, speaking is desire and purpose-driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or a desire to do something, negotiating and/ or solving a particular problem; or establishing and maintaining social relationship and friendships[25]. To achieve these speaking purposes, we need to activate a range of appropriate expressions used in daily communication.

When two people are engaged in talking to each other we can be fairly sure that they have purpose of speaking. Their purpose are:[26]

1. *They want to say something.* The first purpose or reasons why people speak because they want to say something. Want here is used in a general way to suggest that speakers make definite decision to address other people. Speaking may, of course, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent.

2. *They have some communicative purpose.* Beside the desire to speak, speakers say thing because they want something to happen as a result of what they say. They may want to charm their listeners; they may want to give some information or want to charm pleasure. They may decide to be rude or to flatter, to agree or complain. In each of these cases they are interested in achieving

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[25] Jo McDonough and Christopher Shaw, *Materials and Methods in ELT. (*London:Blackwell UK, 1993),p.152

[26]

this communicative purpose-what is important is the message they whish to convey and the effect they want it to have.

3. *They select from their language store.* Every speaker has desire or purpose to speak even he/she can not speak and speakers have an infinite capacity to create new sentences (especially if they are native speakers). In order to achieve this communicative purpose they will select (from the 'store' of language they possess) the language they thing is appropriate for this purpose.

4. The Types of Speaking Activities

According to Brown, 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.[27] They offer limited practice

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[27] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy 2ⁿᵈ ed.,* (San Fransisco), 2001, p. 272

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.[28]

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*

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[28] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy 2nd ed.,* (San Fransisco), 2001, p. 273

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.*[29] 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 title 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).

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[29] H. Douglas Brown, *Language Assessment Principles and Classroom Practices,* (San Fransisco), 2004, p. 142

5. **Strategies for Developing Speaking Skills**

The strategies for developing students speaking skills, we can apply it by   conditioning the classroom speaking activities in such away,[30] they are:

1. *Acting from a script*

Some communication situations are associated with a predictable set of spoken exchanges-a script. Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response.

When choosing who should come out to the front of the class we need to be careful not to choose the shyest students first and we need to work to create the right kind of supportive atmosphere in the class. We need to give students time to rehearse the dialogues before they are asked to perform them. By giving students practice in these things before they give their final performances, we ensure that acting out is both a learning and a language producing activity.

2. *Communication Games*

Speaking activities based on games are often useful way of giving students valuable practice, especially, although by no means

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[30] Jeremy Harmer, *The Practice of Language Teaching:3rd ed completely revised and updated,* (New York) 1989,p. 271

exclusively, where younger learners are involved.[31] Game-based activities can involve practice of oral strategies such as describing, predicting, simplifying, asking for feedback through activities such as filling in questionnaires and guessing upon information.

Games which are designed to provoke communication between students frequently depend on the information gap, so that one student has to talk a partner in order to solve a puzzle, draw a picture, put things in the right order, or fids similarities and differences between the picture.

Just a minutes a long comedy contest where each participant has for speak sixty second on a subject they are given by the chairperson/teacher without/hesitation ,repetition or deviation or-in the case of language student, language mistake. If another contestant hears any of these he or she interrupts gate a point carries on with the subject. The person who is speaking at the end of sixty seconds gets point.

In other games, difference tricks or device are used to make fluent speaking amusing in 'fishbowl' to students speak about a prearranged signal one of participate has to reach into the fishbowl and take out one of the many pieces of paper on which student have previously written phrases, question, and sentence. They have to incorporate these into the conversation straight away.

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[31] Jo. Mc Donough and Christhoper Shaw, *Materials and Methods in ELT, A Teacher's Guide,* Cambridge, 1993, p. 163 -based activities c

3. *Discussion*

Discussion is one of the way speaking activity that used to engage student speaking, even the discussion sometimes failed. One of the reason that this discussion fail (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they can not think of anything he says and are not, anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussion situation.

Another way in which we can train student to respond fluently and immediately is to insert 'instant comment' mini-active into listen.[32] One of the best way of encouraging discussion is to provide activities which force students to reach a decision of a consensus, often as a result of choosing between specific alternative. An example of this kind of activity (with particular relevance to schools) is where students consider scenario in which an invigilator during a public exam catches a student copying from hidden notes.

4. *Prepared talks*

Prepared talks represent defined and useful speaking genre, and properly organized, can be extremely interesting for both speaker and listener. A popular kind of activity the prepared talks where a student (or students) make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because

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[32] Jeremy Harmer, *The Practice of Language Teaching:3rd ed completely revised and updated,* (New York) 1989,p. 273

they are prepared, and however if possible, students should speak from notes rather than a script.

5. *Questionnaires*

Questionnaires are useful because by being pre-planned, they ensure that both questionnaires and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns-and thus be situated in the middle of our communication continuum.

Student can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resources, helping them in the design process. The result obtained from questionnaires can then from the basis for written work, discussion, or prepare talks.

6. *Simulation and role-play*

Many students derive great benefit from simulation and role play.[33] One way of getting students to speak in different social contexts and to assume varied social roles is to use role-play activities in the classroom. Role play activities are also pertinent way of integrating skills in the language classroom.[34]

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[33] Jeremy Harmer, *The Practice of Language Teaching:3rd ed completely revised and updated,* (New York) 1989,p 274

[34] Jo. Mc Donough and Christhoper Shaw, *Materials and Methods in ELT, A Teacher's Guide,* Cambridge, 1993, p.165

CHAPTER III

RESEARCH METHODOLOGY AND RESEARCH FINDING

A. Research Methodology

1. *The Purpose of Study*

   In this research paper, the writer would like to:

   a. Analyze the errors in students' pronunciation at segmental phonemes in the final consonant.

   b. Find solution for the teachers and students in developing students' speaking performance.

2. *Place and Time of The Study*

   In writing this research paper, the writer has done both library and field research. The field research was carried out at the Second Year of Vocational High School (SMK) of Permata 2 Bogor. It is located at Jl. KH. Sholeh Iskandar no. 4 Salabenda Kayumanis Tanah Sareal Bogor phone (0251) 7537663. The facilities are available at this school such as: 9 classes, mosque, library, canteen and computer's laboratory, ten bathrooms and computer rental, one room for typing student council room, sport's square, one teacher's office.

   The field research started in November 2007, from November 1, up to December 29, 2007. The writer has done some observation in the classroom, Questionnaire and interview students to get the data to be analyzed.

3. *Method of Study*

The research is qualitative. The aim of qualitative methods is to describe the result of this research. As Anne Burns states, "The aim of qualitative approaches is to offer description, interpretation and classifications of naturalistic social contexts."[35]

There are some reasons why qualitative method is the most appropriate method of this research. They are among others:

1. This research is basically conducted in natural. The data gathered are taken from the student's daily activity.

2. This research uses observation, questionnaire, and interview as means in primary data collection.

3. This research uses data analysis.

So In this research, the writer would like to describe and analyze the errors in developing students' speaking skills, especially in students' pronunciation at segmental phonemes in the final consonant. In library research, the writer has read and analyzed some reference books that are suitable for his research.

4. *The Technique of Sample Taking*

The population of this research paper is purposive sampling, where there are three classes for the second year students at SMK Permata 2 Bogor, and the writer took one class based on English teacher's information and the higher score than another two classes in English lesson. The population of this research is twenty-five students and one

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[35] Anne Burns, *Collaborative Action Research for English Language Teachers* , Cambridge, 1999, p. 22.

teacher who teaches English for the Second year of Vocational High School (SMK) of Permata 2 Bogor.

5. *The Techniques of Data Collecting*

To the get data that is related to errors in developing students speaking skill, especially in students' pronunciation at segmental phonemes in the final position. The writer has used some techniques to collect the data by doing:

a. Observation

The observation was started since November 1, 2007 as pre observational study and finished on December 29, 2007. In the pre observational study, the writer used the time for making approaches to get some important information to fulfill the next step in this research. Some of approaches such as; asking the teacher some questions about the students' motivation when they studied English, the atmosphere in the classroom. Besides, the writer asked the teacher about the amount of student. In the main process, the writer observed the process of teaching speaking at this school four times. It was started from November 15, 2007 and finished on November 30, 2007. Finally, the writer analyzed and summarized it.

b. Questionnaire

The distribution of the questionnaire were done Desember 26, 2007. The writer gave the questionnaires to 23 students and directly at the same day they returned the questionnaires. The aim of questionnaire is to ask whether the activity and the result could run well or not.

c. Interview

Beside observing the teaching and learning process in the classroom and distributing questionnaire, the writer interviewed the students. He interviewed the students using structured and unstructured interview and conversation in pair of students. And during the interview, the writer was recording it. In the structured interview, the writer had first guided interview related to the subject and information needed. The media which is used is a tape-recorder. In unstructured interview the writer asked further question that is needed in this research and it was done when the writer observed the process of teaching at the classroom. The writer did the interview during the students spare time. Actually, he tried to choose appropriate situation. He waited when the respondent was ready for the interview.

B. Research Finding

1. The Description of Data

The first step done by the writer in browsing some problems or errors in developing students' speaking is observing the teaching class activities in teaching speaking conducted by one teacher who teaches English. His name is Mr. Dzul Qarnaen Darma, S. Pd. He is graduated from English Department, Faculty of Teachers' Training and Educational Sciences of Pakuan University, Bogor. He teaches English since 2004 until now, from the first year until the third year in each semester. The writer has observed his class activities beginning from their first coming into the

classroom, warm activities, presentation and exercise until closing. And also distributed questionnaires to the students, then the writer did interview with students related to teaching speaking.

To make sure the errors in developing students' speaking performance, especially in students' pronunciation at segmental phonemes at final consonant, the writer did the speaking test by recording students' speaking. The test covers three themes dealing with *Hobby, Family and experience in junior high school,* and they were chosen by the teacher to make dialogue in pair of students undergoing to the test.

2. The Analysis of Data and Discussion

Analyzing the data was done since the writer obtained the data from the beginning of the research and continued until the end of the observation. The step of analyzing the data was started from analyzed the observation, and also he analyzed the interview and testing speaking students as the result. Directly, the writer read and interpreted the data.

TABLE 1

THE ERRORS ANALYSIS OF PRONUNCIATION

NO	STUDENTS	FREQUENCY OF ERROR	THE WORDS ERROR
1.	1	3	Job, Old, Since
2.	3	1	Thank
3.	4	1	Wait
4.	5	3	Very, Friend, Was
5.	6	1	Eighteen
6.	7	1	Because
7.	8	3	Front of, Isn't it?, Twice
8.	9	1	Difficult
9.	11	2	Passed, She
10.	12	2	Worked, Old
11.	13	3	Eighteen, Years, Old
12.	14	3	She, Years, Old
13.	15	4	Listening, Easy, Voice, Published
14.	16	3	Music, Love, Because
15.	17	1	Years
16.	18	6	Year, many, who, twice, thirty-four, twenty-five
17.	19	3	Fine, playing, sports
18.	20	1	Sports
19.	21	4	About, hobby, how, sure
20.	22	4	Sports, playing, may, know
21.	23	1	Sixteen
22.	24	2	Eighteen, playing
23.	24	3	Eighteen, favorite, same
Total	**23** **92 %**	**56**	

These items are about pronunciations. In these items there are 56 errors made by 23 students or 92% students made error in pronunciation. According to the recording, student 1 made errors in middle vowels sound and final consonant, student 3 and 4 made errors in initial consonants and middle vowel sound, student 5 made errors in initial consonants, middle vowel sound and final consonant, student 6 made errors in middle consonant, student 7 made errors in final consonant and middle vowel sound, student 8 made errors in middle vowel sound and middle consonant, student 9 made errors in middle vowel sound, student 11 made errors in final consonant, and also student 12 made errors in final consonant, student 13 made errors in initial and final consonants, and also student 14 made errors in middle and final consonants. Student 15, errors in silent letter, middle vowel, middle consonant and final consonant. While student 16 errors in middle vowel sound and silent letter, student 17 made errors in final consonant, student 18 made errors in middle vowel sounds and initial consonant, student 19 made errors in middle vowel sounds and final consonant, student 20 made errors in final consonant, student 21 made errors in middle vowel sounds and initial consonant. While student 22 made errors in final consonant, middle vowel sounds and initial consonant. Student 23 made errors in final vowel sound. Student 24 made errors in initial and middle consonants and also in middle vowel sounds. While student 25 made errors in middle consonant and middle vowel sounds.

In addition, there are 13 errors of pronunciation in the final consonant which made by 11 students or 44% students. As drawn in the table above, there are student 3, student 5, student 7, student 8, student 9, student 11, student 12, student 15, and student 16, student 17, and student 18 who made error in the final consonant.

TABLE 2

ERRORS OF PRONUNCIATION IN FINAL POSITION

NO	STUDENTS	FREQUENCY OF ERROR	THE WORDS ERROR
1.	3	1	Thank
2.	5	1	Was
3.	7	1	Ordered
4.	8	1	Because
5.	9	1	Difficult
6.	11	1	Passed
7.	12	2	Worked, old
8.	15	2	Because, published
9.	16	1	Love
10.	17	1	Years
11.	18	1	Twenty-five
Total	**11** **44%**	**13**	

TABLE 3

THE ERRORS ANALYSIS OF STRUCTURE

NO	STUDENTS	FREQUENCY OF ERROR	STUDENTS SENTENCE/ PHRASE
1.	1	3	➢ I have two <u>brother</u> and three <u>sister</u> ➢ Susi where do you come from? <u>I am from</u> west java ➢ What is <u>father's your</u> job?
2.	2	2	➢ <u>Do you can</u> remind me? ➢ I don't <u>have sibling</u>
3.	3	2	➢ At yesterday <u>I am not</u> feel happy

			➤ For me yesterday <u>is</u> bad day
4.	5	1	I live <u>at</u> Jabon Mekar
5.	6	1	How many students <u>there are</u>?
6.	7	4	➤ I live <u>at</u> Bukit Kayumanis ➤ <u>I now</u> 18 years old ➤ What job your mother <u>have ordered</u> ➤ My hobby <u>now playing</u> basketball
7.	8	1	My mother <u>order</u> me
8.	9	1	<u>This is a group is Andra</u>
9.	13	1	How do you do? <u>How do you do too</u>
10.	14	3	➤ How do you do? <u>How do you do too</u> ➤ <u>Three brother</u> ➤ My <u>mother</u> name is …
11.	15	4	➤ I live <u>on</u> Villa Citra ➤ She <u>have</u> third album ➤ In 2007 she <u>publish</u> ➤ he <u>have</u> pretty women
12.	16	1	Where is she <u>come</u> from?
13.	18	2	➤ My <u>father</u> old is 45 ➤ How old is your father and mother? <u>Father</u> is 34 <u>Mother</u> is 25
14.	19	3	➤ What <u>are</u> you hobby? ➤ <u>My favorite</u>, Christiano Ronaldo ➤ <u>From is</u> Portugal
15.	20	1	My <u>hobby is</u> playing guitar, running and...
16.	21	3	➤ My hobby is <u>read</u> ➤ <u>My</u> read novel ➤ <u>I</u> fine
17.	24	5	➤ <u>My live</u> in Kayumanis

No.			
			➢ I feel now boring time ➢ What club he plays? He is Chicago bulls ➢ I am study at MTs. Al-Idrus ➢ It's about 200 student
18.	25	3	➢ Why you like playing guitar? ➢ My hobby are playing guitar & basketball ➢ My favorite guitarist he is moldy
Total	**18** **72%**	**41**	

These items are about structure. In these items there are 41 errors made by 18 students or 72% students made error in structure. Based recording Speaking, student 1 made errors in plural noun, word order and context, student 2 made errors in word order and the use of 'any', student 3 made error in tense, student 5 made error in preposition, student 6 made error in word order, student 7 made errors in preposition, tenses, and auxiliary. Student 8 made error in tense, student 9 made error in redundancy or possessive pronoun, student 13 made error in context, 14 made errors in context, plural noun and possessive adjective, student 15 made errors in preposition, auxiliaries and simple tense. Student 15 made error in tense. Also student 18 made errors in possessive adjective and context, beside student 19 made errors in context and word order, student 20 made error in plural noun, student 21 made errors in tense and context . Student 24 made errors in word order, to be, tense and context. Student 25 errors in plural noun, redundancy and tense.

TABLE 4

THE ERRORS ANALYSIS OF VOCABULARY

NO	STUDENTS	FREQUENCY OF ERROR	STUDENTS SENTENCE/ EXPRESSION
1.	9	1	No, I don't like because I <u>find</u> it is make me bored
2.	12	1	He is ee……a seller
3.	15	2	➢ I love <u>fast</u> music ➢ Because she has ee…'apa sih …'
4.	20	1	My hobby is playing guitar, running and …….song
5.	21	1	What book do you read? <u>My read</u> is novel
6.	25	2	➢ I study at <u>SMP N 16</u> ➢ My hobby is playing guitar, <u>or I</u> am not good to play
Total	6 24%	8	

Based on the table, there are 8 errors in vocabulary made by 6 students or 24% students made error in vocabulary. Student 9 was lack of vocabulary, Student 12 wanted to explain that her father's job, so he stopped speaking for a while, student 15 was error in vocabulary in use and lack of vocabulary, until he said 'apa sih e…..' , and also student 20 was lack of vocabulary. Student 21 was miss-vocabulary in use.. and the last is Student 25 miss-vocabulary in use and lack of vocabulary of SMPN 16 in English. And the last,

TABLE 5

THE ERRORS ANALYSIS OF FLUENCY

NO	STUDENTS	FREQUENCY OF ERROR	STUDENTS SENTENCE/ EXPRESSION
1.	6	1	I am ee…. seventeen years old
2.	9	2	➢ I like ee……Indonesian pop song ➢ This is group is ……Andra & The Backbone
3.	11	1	What do you think about this school? Enjoy ……… happy
4.	14	1	They …… are six person
5.	16	2	➢ I live in Cibadak ee……Jl. Soleh Iskandar ➢ I love ……a listening music
6.	18	3	➢ She is ee……twenty-five years old ➢ It is ee……sixteen years old. ➢ Who …… are they?
7.	20	1	My hobby is playing guitar, running and …….song
8.	25	1	Because guitar ee……happy
Total	8 32%	12	

Based on the table, there are 12 errors heard in recording students' speaking made by 8 students or 32% students, covering student 6, 9, 11, 14, 16, 18, 20, and 25. They stopped speaking for a while or stopped speaking at all. These indication shows that some of students have some errors in their fluency.

TABLE 6

THE ERRORS ANALYSIS OF COMPREHENSION

NO	STUDENTS	FREQUENCY OF ERROR	STUDENTS/ TEACHER QUESTION	STUDENTS' ANSWER
1.	5	1	Good morning Yen? (it is after noun)	
2.	11	1	How many siblings do you have?	Eight siblings
3.	13	1	How do you do?	How do you do too
4.	14	1	How do you do?	How do you do too
5.	18	2	➢ How old are you? How old are you? ➢ How old are you?	➢ I am fine I am fine ➢ I am seventy
6.	24	1	Before you study in this school, where did you study	Repeat again sir!
Total	**6** **24%**	**7**		

Based on the table there are 7 errors made by 6 students or 24% students who have made misinterpretation or miscomprehension in answering his/ her pair question. For the first, student 5 is miscomprehension about the situation in using greeting. Student 11 miscomprehension in answering teacher's question. Teacher asked the greeting and students 13, 14 answered by the wrong expression. Student 17 asked question about the age two times and student 18 answered it by impossible answer. The last is the student 24 asked for repetition at teachers' question.

TABLE 7

THE QUANTITY OF ERRORS

N0	THE ASPECT	THE QUANTITY OF EERORS	AS DESCRIBED ON PAGE
1.	**Pronunciation**		
	➢ Middle vowel sounds	14 Errors	
	➢ Initial consonants	7 Errors	**See page**
	➢ Middle consonants	5 Errors	**29**
	➢ Final consonants	13 Errors	
	➢ Silent letter	2 Errors	
2.	**Structures**		
	➢ Plural nouns	6 Errors	
	➢ Context	5 Errors	
	➢ Tenses	7 Errors	
	➢ Preposition	3 Errors	
	➢ Word order	5 Errors	**See page 32**
	➢ Auxiliary	2 Errors	
	➢ Redundancy	2 Errors	
	➢ Possessive adjective	3 Errors	
	➢ To be	2 Errors	
	➢ The use of 'any'	1 Error	
3.	**Vocabulary**	8 Errors	**See page 33**
4.	**Fluency**	12 Errors	**See page 34**
5.	**Comprehension**	6 Errors	**See page 35**

Based on the table, errors of pronunciation covering 14 errors in middle vowel sounds, 7 errors in initial consonants, 5 errors in middle consonants, 13 errors in final consonants and 2 errors in silent letter. Errors of structures covering

6 errors in plural nouns, 5 errors in context, 7 errors in tenses, 3 errors in preposition, 5 errors in word order, 2 errors in auxiliary, 2 errors in redundancy, 3 errors in possessive adjective, 2 errors in to be, 1 error in the use of any. In vocabulary aspect, there are 8 errors. In fluency aspect, there are 12 errors. And in comprehension aspect there are 6 errors.

3. Some Alternative Ways for Overcoming The Problems

There are some solutions, which the writer can be offered. They can be seen from four viewpoints. They are:

a. **Class Programs or Activities**

- *Using pair work and group work maximally*

These can increase the students talking time. In pair work students can practice language together, study a text, research language or take part in information-gap activities. They can write dialogues, predict the content of reading texts, or compare notes on what they have listened to or seen. On the other hand, group work increases the sheer amount of learner talk giving on a limited period of time and also lowers the inhibitions that are unwilling to speak in front of the full class.

- *Base the activity on easy Language*

In general, the level of language needed for a pair work and group work activity should be lower than that used in intensive language learning activities in the same class; it should be easily recalled and produced by the participants, so that they can speak

fluently with the minimum of hesitation. It is good idea to teach or review essential vocabulary before the activity starts.

- *Make a careful choice of topic and task to stimulate interest*

  On the whole, the clearer the purpose of the discussion the more motivated participants will be interested.

- *Give Some Instructions or Training in Discussion Skills*

  If the task is based on group discussion then included instructions about when introducing it. For example, tell learners to make sure that every one in the group contributes to discussion, appoint a chairperson to each group who will regulate participations.

- *Keep student speaking the Target Language*

  Teacher can appoint one of the group as monitor, whose job that is to remind participants to use the target language, and perhaps report later to the teacher how well thee group managed to keep to it. Even if there is no actual penalty attached, the very awareness that to be more careful.

- *Use 'acting out' and Reading Aloud*

  Getting students to act out dialogues is one way of encouraging quiet students. However, acting out does not just mean reading aloud. The teacher has to work with students like a drama coach, working out when the voice should rise and fall, where the emphasis goes, and what emotion the actor should try to convey.

When the student acts out the role, the teacher can be confident that it will sound good.

- *Use Role-Play*

    Many teachers have found that quiet students speak more freely when they are playing a role; it is in which when they are not having to be themselves. The use of rule cards allows students to take on a new identity.

- *Use the tape recorder*

    If teachers have time, they can tell students to record what they would like to say, outside the lesson. The teacher then listen to the tape and points out possible errors.

b. **Extracurricular Activities**

    In this viewpoint, the writer will divide it into two elements. The first is extracurricular activities for the students and the second, for teacher.

1). *Extracurricular Activities for Students*

- **English Corner or Sunday Meeting Program**

    Teacher can cooperate with headmaster and also adult students for discussing and making these programs. These programs can be a good culture in building up the language skills.

- **Speech Contest and Story Telling**

These programs are very good for improving students' speaking skills. They have a good motivation for achieving the best.

- **Out-Class Program**

    Students can look for some foreigners in a public spot. They can interview them. So that, they can speak and listen directly to the speaker of the language.

- **Group Discussion**

    Teachers can build up group discussion in their class. They can divide the students into some groups

2).   Extracurricular Activities for Teachers

- Teacher's Training Program

    For teachers who do not have educational background faculty, they can follow this program intensively held by the headmaster of SMK PERMATA 2.

- Refresher Course

    This program is good for senior teachers. Because they can get some innovative ways in teaching English, especially for teaching speaking.

c. **Teacher**

- *Teacher must be creative in teaching the student*

They should not focus on all topics used in the textbook. They can find many communicative activities for teaching speaking in teacher resource books. So that, the students will not bored of learning English.

- *Teacher must give students useful language to use*

  In discussions, student should have access to formulaic phrases to help develop the conversation.

- *Teachers talk to the students about the topics*

  Teachers can discuss with the students how they should all feel about using English or their own language in the class. Teachers should try to get their students' agreement that overuse of their own language means that they will have less chance to learn English; that using their own language during speaking activities denies those chances for rehearsal and feedback.

- *Teachers should encourage their students to use English appropriately*

  Teachers should make it clear that there is no a total ban on their own language. It depends on what is happening. In other words, a little bit of the students native language when they are working on a reading text is not too much of a problem, but speaking exercise will lose their purpose if not done in English.

- *Teachers should only respond to English use*

  Teacher can make it clear by their behavior that they want to hear English. They can ignore what students say in their own language.

- *Teachers should create an English environment in their classroom*
  Teachers themselves should speak English for the majority of the time, so that, together with the use of listening material and video, the students are constantly exposed to how English sounds, and what it feels like.

- *Teachers keep reminding their students to speak English* Teachers should be prepared to go round the class during a speaking exercise encouraging, cajoling, and even pleading with them to use English and offering help if necessary. This technique will gradually change most students' behavior over a period of time, if it is often repeated.

d. **Materials Used in The Textbook**

The materials used by the teachers and students in the textbook should show the communicative activities, such as information gap, discussion, and role-play. In addition, the teacher can get some supplement lessons from British Council Library, American Corner or surfing internet.

CHAPTER IV

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the researches and description of research finding, the writer draws some conclusion as follows:

1. Knowing the correct transcription is one of the ways to minimize the errors on student speaking performance especially in their pronunciation.

2. The correct pronunciation which pronounced by the teacher as a good model can be followed by the students with correct pronunciation.

3. Students' speaking activity majority conducted to practice in the classroom in pronouncing the words to minimize the errors on students' pronunciation.

If these factors conducted in teaching speaking in the classroom, we would not find the errors on students' speaking performance especially in students' pronunciation.

However, based on the research there is error on students' pronunciation at segmental phonemes at final consonant due to the students' did not know the correct transcription and lack of practice pronouncing words.

B. Suggestions

Based on the analysis, the writer would give some suggestions, as follows:

1. Teacher should give more chance to students for practicing speaking and how pronouncing the correct words.

2. Students should pay the attention to the correct pronunciation whether it pronounces by the teacher or by looking at the dictionary.

3. According to research finding, the writer suggests to other researcher or the teacher to solve the students' problem on the errors at supra segmental phonemes.
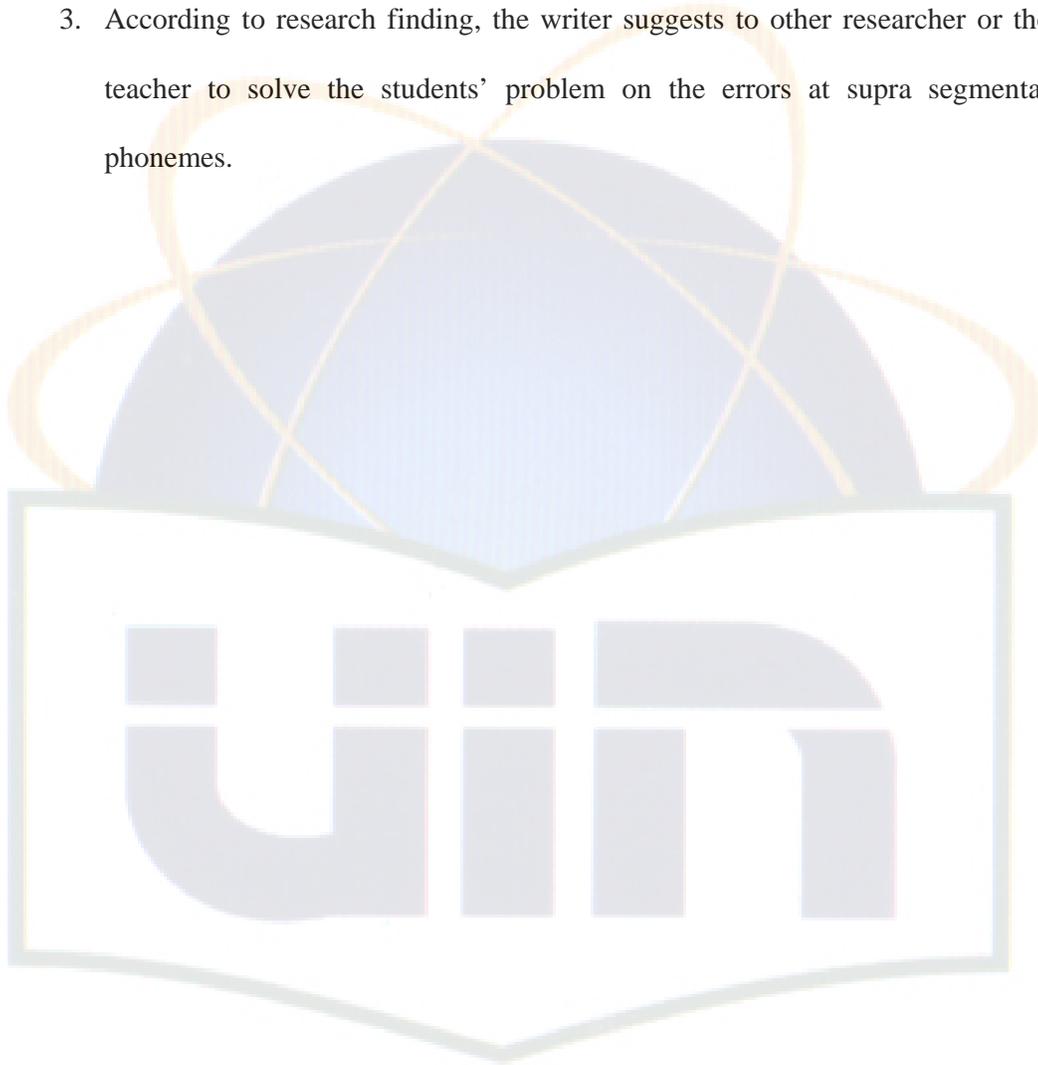
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