

## **AN ERROR ANALYSIS OF STUDENTS' SPEAKING ENGLISH PERFORMANCE (A STUDY AT THE SECOND SEMESTER OF ENGLISH DEPARTMENT IN INSTITUT PENDIDIKAN TAPANULI SELATAN 2018/2019 ACADEMIC YEAR)**

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**Abstract:** This research aims to know the students' speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan, the students' errors in speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan, and factors do the make students' error in speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan. The method of this research is qualitative method. The data were gathered through triangulation, that is observation, interview and documentation at the second semester of English department in Institut Pendidikan Tapanuli Selatan. the writer conducted the observation in one class. The data were analyzed by data display, data reduction, and conclusion using some theories. The results are 1) The students' speaking English performance is bad 2) The students' speaking errors are in pronunciation are 57.35%, grammar are 23.52%, vocabulary are 4.415, and fluency are 14.70% but the most dominant errors with found in pronunciation. 3) the dominant factors which caused linguistic

**Keywords:** *Speaking English Performance, at the Second Semester of English Department in Institut Pendidikan Tapanuli Selatan.*

**Abstrak:** Penelitian ini bertujuan untuk mengetahui lebih luas bagaimana speaking English performance yang digunakan oleh mahasiswa semester dua program studi bahasa inggris di institut Pendidikan Tapanuli Selatan, Apa saja kesalahan yang dibuat mahasiswa di dalam speaking English performance di semester dua program studi bahasa inggris di Intstitut Pendididkan Tapanuli Selatan, dan apa penyebab kesalahan mahasiswa membuat kesalahan dalam speaking English performance di semester dua program studi bahasa inggris program studi bahasa inggris di Institut Pendidikan Tapanuli Selatan. Penelitian ini di lakukan dengan menggunakan metode kualitatif. Data didapatkan melalui triangulasi, yaitu observasi, wawancara, dan dokumentasi kepada mahasiswa semester dua program studi bahasa inggris di Institut Pendidikan Tapanuli Selatan. Data yang didapatkan menggunakan data display, data reduksi, dan penarikan kesimpulan. Hasil dari praktik mahasiswa dalam berbicara bahasa inggris

adalah kesalahan dalam pengucapan kata 57.35, tata bahasa 23.52, kosakata 4.41, kefasihan 14.70, akan tetapi kesalahan yang dominan adalah pengucapan kata.

**Kata kunci:** *Bercicara Bahasa Inggris Secara Praktek, Mahasiswa Semester Dua.*

## I. INTRODUCTION

Speaking is one of four skills that students should master, this skill is an important tool for many people when they make communication, convey message, and also to express the ideas, opinion, suggestion, advises, feeling with any other. Speaking also has a dominant rule as the way to exchange information and transaction in trade and service especially for students in Indonesia it will help them to learn other culture. It is required by people to interact among them.

Speaking is the most complex and difficult skill to be master. In this regard, the difficulties of speaking English performance are also faced at the students second semester of English department in Institut Pendidikan Tapanuli Selatan. The frequent difficulties in speaking English performance from observation. The students are not used to talking in class since their pronunciation and vocabulary are poor and confined, they are also shy and uncomfortable as well as not confident if they make mistake, the student are afraid of making error in class as they will be

laughed by their friend, student often have no ideas about what to say, so they tend to keep silent.

In speaking activity many people think that should be concerned, not only relate to what is being spoken, what the language is used, but also who is our interlocur. In addition a good speaker should pay attention what the topic discused by speaker. Speaking skills do not stand alone but they are supported by the mastery of pronunciation, fluency, vocabulary, grammar. In the fact, at the second semester of English department in Institut Pendidikan Tapanuli Selatan in speaking English performancethey have still make errors for example: in pronouncing 1)because, they often said{bekaus}, it must be {bl'koz} 2)in pronouncing study, they often said {studi} it must be {stadi}3) in pronouncingrequire, they often said{ requir}, it must be {ri;kwaier} 4)in pronouncing talk, they ofte said{ talk}, it must be {tə:k}, 5)in pronouncing signature, they often said {signatur} it must be {slgnət[ə(r)} 6)in pronouncing morning they often say { morning } it must be {'m ə: n ɪ'}

Then, they alsomake errors in fluency such as: 1)good morning guys, we are ( **pause**) from group Dalihannatolu, 2) oh my god ( **pause**) that is NisaSabyan, 3)do you want to follow us ( **pause**) to Pandan 4)we show ( **pause**) our drama about permision 5)Iwant to say ( **pause**) something for

you. Then, they also make errors in grammar such as: 1) they said, "we from second group", it must be "we are from second group", 2) they said, "thank you your attention", it must be "thank you for your attention" 3) they said, "she is say not follow", it must be "she says she does not follow."

Actually, they have many efforts to develop their speaking especially in pronunciation, fluency, vocabulary, grammar such as : they practicing English with friends, try to be braver in speaking, making English club, sitting with friends who give support to speak, looking up for dictionary for words, memorizing vocabulary, reading English grammar book, practice English by themselves, listening to the radio, listening English conversation cassettes, Asking friend if any difficult words, taking English course, practicing English at home but they still need have effort to solve this problem because that speaking is a tool important to be mastered by people so that can communication with the other people, if this skill not addressed then students will find difficulties to communication idea, opinion, though, especially at the second semester of English Department in Institut Pendidikan Tapanuli Selatan they are still difficult to speak English well. Based on previous explanation, the writer needs to be analyzed the factor make error in speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli

Selatan is still difficult to speak English. The writer conduct this research under the title “ An Error Analysis of Students’ Speaking English performance” (A Study At The Second Semester of English departement in Institut Pendidikan Tapanuli Selatan 2018/2019 Academic Year).

## **A. Theoretical Description**

### **1. Error Analysis**

#### **a.The Definition of Error Analysis**

According to Sharman in Irawati (2015: 10), “Error Analysis is a process based on analysis of learner’s error with clear objective involving a suitable effective teaching learning strategy and remedial measures necessary in learning clearly marked in areas of the foreign language.”

According to Nababan in Rini (2014: 231), “Error is the speaker of the language target subconsciously produces the error so that she/he cannot repair it soon”.

### **2.Cause of error**

#### **a. Defenition of Cause of Error**

According to Heriansyah (2002: 40), errors can be classified into two causes, there are: linguistic and non linguistic errors.

#### **1) Linguistic Errors**

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Linguistic errors are caused by the human speech including the units, nature, structure, modification of language. Linguistic error mean pertaining to language interference how it is put together and how is function. It is the scientific of language it involves analysing language from, language meaning and development of language in general or of particular language such as : lack of vocabulary, lack of grammar knowledge, poor pronunciation, being confused about how to use appropriate words. It means linguistic error is caused by human speech.

## 2) Non Linguistic Error

Non linguistic errors obligate the students, it is an actual or possible derivation from sentence, which is not associated with signs that have any original or primary intent of communication. In general terms of art used to capture a number of different senses of word meaning independently from its linguistic uses.

Non linguistic cause that influence from outside students' such as: not being brave to speak, not being confident to speak, being afraid of being of making error, being nervous to speak, being mocked by friends, not used to talking in class, difficult to express words or sentence and , confused how to use

appropriate word, often forgetting, not being used to talking in class better performance or ability in speaking by other students. It means non linguistic cause that influence from outside students', So the writer concludes that the influence factor on students' speaking English performance consist of two factors that has been explained before.

## **2. The Nature of Speaking**

### **a. Definition of speaking.**

According to Ur (2009: 120), "Speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing: and many if not foreign language learners are primarily interested in hearing to speak".

According to Brown (2000) in Kosar and Bedir (2014: 13), "Successful oral communication in the target language with other speakers serves as a display of successful language acquisition. This statement brings forth the significance of developing speaking skill, indicating competent language learners. Thus, the need to improve students' speaking skills has been intriguing researchers' interest".

## **b. Indicator of Speaking English Performance**

### **1. `Pronunciation**

According to Carmen (2010: 25), "Pronunciation is easy to understand by advanced users of English, pleasant to hear for advanced users of English and easy to pronounce for oneself."

According to Nation and Newton (2009: 93), "Pronunciation is focused on occasionally, perhaps to set goals and activities for individual work".

### **2. Fluency**

According to Carmen (2010: 24), "Fluency comes with time and practice and it should not to be expected in the beginning of learning".

According to Ur (2009: 103), "Fluency activities:

1. The text are usually whole pieces of discourse such as; conversations, stories, etc.
2. Performance is assessed on how well ideas are expressed or understood.
3. Texts are usually used as they would be in real life: dialogue are spoken, articles, and written stories are read.
4. Task often simulate real-life situation".



### 3. Vocabulary

According to Ur (2009: 60), "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post office and mother in law, which are made up of two or three words but express a single idea.

According to Brown and Abeywickrama (2010: 309), "The content of vocabulary use may vary across generation, formal and informal language, and varieties and dialects of language as well as between non specialized, everyday vocabulary specialized or technical vocabulary".

### 4. Grammar

According to Ur (2009: 75), "Grammar is sometimes defined as 'the way words are put together to make correct sentences. This is, as we will see presently, an over-simplification, but it is not good starting points and an easy way to explain the term to young learners".

According to Puspitasari and Kusumastuti (2012:3) "*Grammar merupakan cabang linguistik yang mempelajari sintaksis dan morfologi*".

## II. METHODOLOGY OF THE RESEARCH

In this research, the writer choose at the second semester of English department in Institut Pendidikan Tapanuli Selatan. The writer will conduct this research in Institut Pendidikan Tapanuli Selatan (IPTS). It is located in Jl. Sutan Muhammad Arif Padangsidimpuan. The writer interest to get data by using probvbility sampling in technique of propoive sampling. The informants of this research is 5 informants. This research used qualitative method.

The research used observation, interview, and documentation as instrument. Observation is a technique of colleting data which is used an observation to the object of research, the writer used observation to get a data through video, interview is a conversation between the interviewer and the resource person who aims to get information from the resource person, and the last documentation is used to collect the data that source from good document that there is in the field. In qualitative research, the trustworthiness of data should be check to get the accurate.

Techniques applied in this study using content analysis, and used because the form of this research is descriptive qualitative. In obtaining the data, the writer collect data by using triangulation, the writer does two ways to do the triangulation stage, there are: data processing and validitytesting.

The next step which done by the writer was analyzing the data, it can be concluded that there are three steps in analyzing the data. First data reduction, second data display, and the last conclusion.

### **III. RESULT**

The students' error in speaking English performance , the writer have four indicators, there pronunciation, fluency, vocabulary, and grammar. For more details the students' error in speaking English performance.

#### **a. Error in pronunciation**

From students who become the informants, there were 39 errors in pronunciation with the percentage 57.35%. Based on the informants' answer that errors caused by the students did not know how to pronounce some words, the students would say the words without know the exact meaning and were less practice especially in the classroom, and the pronounce some words very familiar.

#### **b. Error in grammar**

From 5 students who become the informants, there were 16 errors with the percentage 25.52%. Based on the informants' answer that errors caused by the students are confused to put some word correct

sentence, lackn of grammar, translate the Indonesia language to English, and speak English as the word.

b. Error in vocabulary

From 5 students who become the informants, there were 3 errors with the percentages 4.41%. Based on the informants' answer that errors caused students got difficulties to combine the words, the word is familiar, and have lack of vocabulary.

d. Error in Fluency

From 5 students who become the informants there were 10 errors with percentages 14.70%. Based on the informants' answerthat errors caused students were easy to get nervous and afraid to make mistake, often forget, mocked by friend, and less confidents they could not focus when speaking.The writer would present the result of errors from5 informant in speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan. It would be showed on the table below :

**Table 1**  
**The Result from 5 Informants**

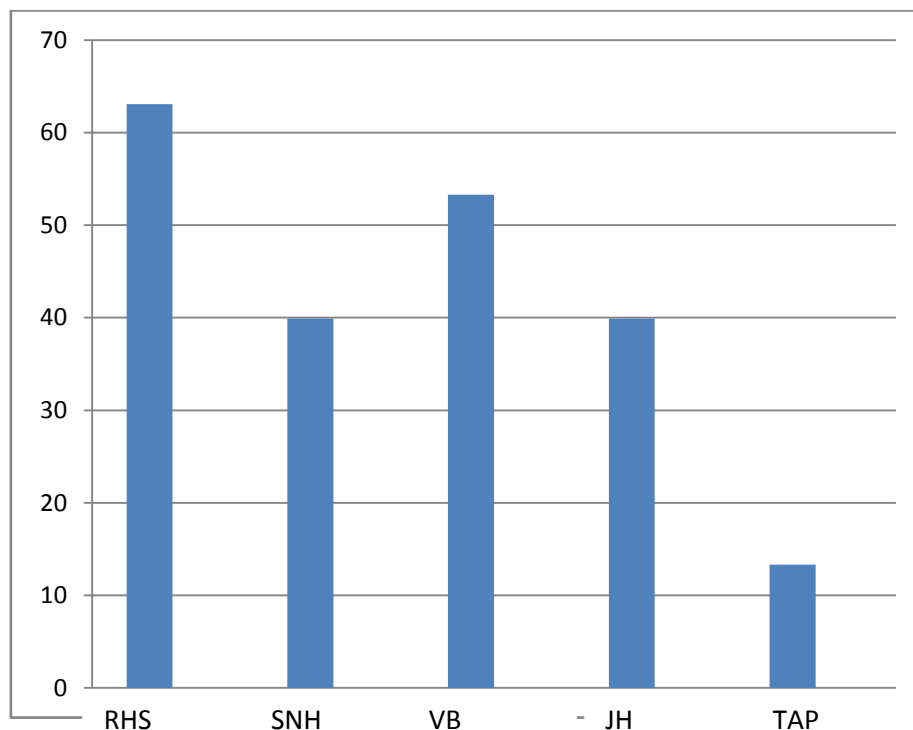
| Indicator speaking | Error description                               | Correction                                       |
|--------------------|-------------------------------------------------|--------------------------------------------------|
| Pronunciation      | Because,god,everyday,I<br>ived,woman,husband,gr | <b>bl'kpz,gōd,evridel,I<br/>rvəd,wumən,hʌzbə</b> |

|         |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                     |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | ew, cucumber, beautiful, funny, few, than, good, crowd, eagle, up, tree, swoop, excited, could, anant, water, climb, fell, dove, towards, tree, dry, hunter, .was, beautiful, could, temple, duty troop, finally, cows, hungry, reply                                                                                                                                                     | nd, grəʊ, kju:kʌmbe(r), bju:tɪfl, fʌni, fju:, ðən, gʊd, krəʊ, i:gl, ʌp, tri:, swɒp, lk'sait, kəd, elnænt, wɔ:tə(r), klaim, fel, dəʊv, tə'wə:dz, tri:, dral, hʌntər, wəz, bju:tɪfl, kəd, teɪmpl, dju:ti, tru:p, fəɪnl, kəʊs, hʌŋgri, ri:plɜ.                                                                                                                         |
| Grammar | <p>She had <b>no</b>, had</p> <p>long <b>pass</b>, there <b>live</b>, the</p> <p>eagle <b>had</b>, from tree to</p> <p><b>get</b>, her come, she could</p> <p><b>has</b> sunk, had <b>no</b> seen,</p> <p>he fell <b>on</b> love Prambanan</p> <p>Kingdom <b>ishim</b> asked he</p> <p>fell <b>on</b> love Prambanan</p> <p>kingdom <b>ishim</b></p> <p>asked, there <b>live</b>, the</p> | <p>She had <b>not</b>, had long</p> <p><b>passed</b>, there <b>lived</b>,</p> <p>the eagle</p> <p><b>had</b>, from tree to <b>get</b>, sh</p> <p>e come, she could</p> <p><b>have</b> sunk, had <b>not</b></p> <p>seen there <b>lived</b>, the</p> <p>eagle <b>had</b>, from tree</p> <p>to <b>get</b>, <b>she</b> come, she</p> <p>could <b>have</b> sunk, had</p> |

|  |                                        |                                    |
|--|----------------------------------------|------------------------------------|
|  | eagle <b>have</b> , from tree to       | <b>not</b> seen, he fell <b>in</b> |
|  | <b>got</b> , <b>her</b> come,she could | lovePrambanan                      |
|  | <b>has</b> sunk, had <b>no</b> seen,   | kingdomwashe                       |
|  | he fell <b>on</b> lovePrambanan        | askedthere <b>lived</b> , the      |
|  | kingdom <b>isHim</b> asked.            | eagle <b>had</b> , from tree       |
|  |                                        | <b>toget</b> ,hefell <b>in</b>     |
|  |                                        | lovePrambanan                      |
|  |                                        | Kingdomwas he                      |
|  |                                        | asked.                             |

The writer concluded that students at the second semester of English department in Institut Pendidikan Tapanuli Selatan make errors in pronunciation (57.35%), grammar (25.52%), vocabulary(4.41%), and fluency (14.70), the high errors students make in pronunciation and grammar. So the students at the second semester of English department in Institut Pendidikan Tapanuli Selatan can classification“ low error” in grammar,vocabulary and fluency but in pronunciation is “ moderate error”.

To make the data display from previous table looked more sample, the writer used the chart as the following:



For the factors causes of speaking English performance was collected from interview at the second semester of English department in Institut Pendidikan Tapanuli Selatan. In interview process, the writer has given ten questions about the factors of students' error in speaking English performance, the writer deliberately asked the students' to answer caused of errors students' in speaking English performance. And on the interview above, the factor happen at the second semester is linguistic and non linguistic factor but the domain cause from non linguistic factors.

#### IV. DISCUSSION

In this research, the writer used observation to know how the is the students' speaking English performance, what are the students' errors in speaking English performance, what factors do they make students error in speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan.

Based on the result it can be seen that at the second semester of English department in Institut Pendidikan Tapanuli Selatan did all make errors. And can be concluded that the dominant errors in students' speaking English performance in pronunciation 39 errors with percentages (57.35%) and grammar 16 errors with percentages (23.52%). Then the writer also knows that factors caused happen in speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan is linguistic and non linguistic factors but the dominant factor from non linguistic.

If we compared this research with the review related findings of some researches which have been conducted and result show that the highest most is about grammar. The first, Irawati Heni (2015), the result of his study that grammar is highest errors showed were 37 or 19.2 %



errors. And the second second by Rini Setia (2014). The finding showed the error analysis on the students of English department speaking scripts pronunciation was ( 60.85). So the writer concluded that pronunciation and grammar very important to each in speaking skill, thus the students will be to develop their speaking skill especially in speaking English performance.

In contrast to the previous research, it is some similarities in methodology and object in the research of students' error in speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan. The result of research will be obtain with observation, interview, and documentation.

### **CONCLUSION**

Based on the results in previous chapter, the writer would like to describe conclusions from this research as follows:

1.The students'speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan. Based on the 5 informants RHS 63.1%, VB 39.9%, SNH 53.3%, JH 39.9%, TAP 13.3%.So it can be categorized " bad " .

2. Speaking errors made by students which found by the writer are pronunciation, vocabulary, grammar, and fluency. The percentage of pronunciation errors are 57.35 %, grammar errors are 23.52%, vocabulary error are 4.41%, and fluency errors are 14.70%. But the most dominant errors which found in pronunciation 57.35%, and grammar 23.52%. So it can be categorized “ low”.
3. The factors which caused errors speaking in English performance, based on the answer of interview to the 5 informants, the writer concludes the factors happen in speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan is linguistic and non linguistic but, the dominant factor happen is linguistic factor.

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