AN UNDERGRADUATE THESIS

AN ERROR ANALYSIS ON THE STUDENTS SPEAKING PERFORMANCE

AT MTsN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2023 / 2024

By:

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TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H / 2024 M

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AN ERROR ANALYSIS ON THE STUDENTS SPEAKING PERFORMANCE

AT MTsN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2023 / 2024

Presented as a Partial Fufillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

By:

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APPROVAL PAGE

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To be discussed in the undergraduate thesis (Munaqosyah) in Tarbiyah Faculty and Teacher Training of State Islamic Institute (IAIN) of Metro.

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NOTIFICATION LETTER

Number   :
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To :
The Honorable the Head of Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamua'alaikum Warahmatullahi Wabarakatuh

We have given guidance and enough improvement to undregraduate thesis script which is written by:

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah an undergraduate research thesis. Thank you very much.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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NOTA DINAS

Nomor   : -
Lampiran   : -
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Kepada Yth,
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Assalamu'alaikum Wr.Wb

Setelah kami mengadakan pemeriksaan dan bimbingan seperlunya, maka Skripsi yang disusun oleh :

Nama   : HADIYONO
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Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb

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RATIFICATION PAGE
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The Undergraduate Thesis entitled: AN ERROR ANALYSIS ON THE STUDENS SPEAKING PERFORMANCE AT MTsN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR 2023/2024. Written by Hadiyono, student number 1901052015, English Education Departement, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Thursday, June 27th 2024 at 13.00 - 15.00 p.m.

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AN ERROR ANALYSIS ON THE STUDENTS SPEAKING PERFORMANCE AT MTsN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2023 / 2024

ABSTRACT

By:
HADIYONO

The purpose of this research to find out and identify the types of speaking errors and determine the factor that cause of speaking errors at MTsN 1 Lampung Timur.

This research is a qualitative research. The method used in data collection is observation, interviews and documentation. Data analysis techniques are data collection, data presentation and conclusion drawing and verification. The subject of this research is 15 students of 8th class at MTsN 1 Lampung Timur.

From observation data and in depth interviews with respondents, researcher found that students MTsN 1 Lampung Timur experience speaking errors the types of errors namely Silent Pause 4 times, Filled Pause 10 times, Repeats 6 times, Retraced False Starts 1 times, Unretraced False Starts 0 times, Correction 0 times, Stutters 9 times, Interjection 0 times and last Slips of Tongue 38 times. and with total there are 98 speaking errors students MTsN 1 Lampung Timur class eight. The factors that make students by class eight there a cognitive difficulty, anxiety, and social reason

Keywords: Speaking, Errors, Speaking Errors

ANALISIS KESALAHAN BERBICARA PADA SISWA DI MTsN 1 LAMPUNG TIMUR TAHUN AJARAN 2023 / 2024

ABSTRAK

Oleh:
HADIYONO

Tujuan dari penelitian ini untuk mengetahui dan mengidentifikasi jenis-jenis kesalahan berbicara dan mengetahui faktor-faktor terjadinya kesalahan berbicara oleh siswa MTsN 1 Lampung Timur.

Penelitian ini merupakan penelitian kualitatif. Metode yang digunakan dalam pengumpulan data adalah observasi, wawancara dan dokumentasi. Teknik analisis data adalah pengumpulan data, penyajian data dan penarikan kesimpulan serta verifikasi. Subjek penelitian ini adalah 15 siswa kelas 8 di MTsN 1 Lampung Timur.

Dari data observasi dan wawancara mendalam dengan responden, peneliti menemukan bahwa siswa MTsN 1 Lampung Trimur melakukan kesalahan berbicara jenis kesalahan tersebut ialah Jeda Senya 4 kali , Jeda Terisi 10 kali, Pengulangan 6 kali, Pengulangan Salah dilacak kembali 1 kali, Pengulangan Salah tidak dilacak kembal 0 kali, Koreksi 0 kali, Gagap 9 kali , Interjeksi 0 kali, Selip Lidah 38 kali. dan dengan total 98 kesalahan berbicara siswa MTsN 1 Lampung Timur kelas delapan. Faktor-faktor yang dibuat oleh siswa kelas delapan ada kesulitan kognitif, kecemasan dan alasan sosial.

Kata Kunci: Berbicara, Kesalahan, Kesalahan berbicara

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned

  Name   : HADIYONO

  Student Number : 1901052015

  Department   : English Education (TBI)

  Faculty   : Tarbiyah and Teacher Training

State that this undergraduate thesis is originally the result of the researcher's research, in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, 20 June 2024

HADIYONO
St. Number 1901052015

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

    Nama   : HADIYONO

    NPM   : 1901052015

    Jurusan   : Tadris Bahasa Inggris

    Fakultas   : Tarbiyah dan Ilmu keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 20 June 2024

HADIYONO
St. Number 1901052015

MOTTO

<div dir="rtl">

ثَمَرٍ بِلاَ كَالشَّجَرِ عَمَلٍ بِلاَ العِلْمُ

</div>

"Knowledge without charity is like a tree without fruit"

"Ilmu tanpa amal bagaikan pohon tak berbuah"

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

Firstly, my beloved parents, Mr. Bejo and Mrs. Purwanti who have been my inspiration in life, always pray for and support me for my success with their endless love. In addition, thank you to big family always pray and support thanks for grandfather, grandmother, aunt, uncle and sister thanks for your support.

Secondly, thank you for my advisor Mrs. Dr. Aria Septi Anggraira, M.Pd who have sincerely guided the writer to accomplish this undergraduate thesis in time. Not only that, thank you for lectures of English Education Department, and my beloved campus IAIN Metro.

Thirdly, I also want to say big thanks to my friend Yeni Saputri and Faisal Abda'u thank you always help and support me to finish this undergraduate thesis. And thank you for my friend school always support me from first semesters until now I can finish my undergraduate thesis.

Last but not least, I wanna thanks for me, for believing in me, for doing all this hard work, for having not days off, for never quitting, for to do more right than wrong, and for just being me at all the time, thank you Ya Allah I always grateful become personal which now.

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CHAPTER I

INTRODUCTION

A. Background of Study

People use language to communicate with each other. It is used by humans for communicate with other humans or interlocutors, either one, two, or more people. Language is expressed by speakers to listeners orally, in writing or even through symbols. In social communities, people use language to describing feelings and thoughts, sharing ideas and information, and communicate, all of this is referred to as social interaction. Without language, people will not be able to interact in their society. However, just by using language, people can understand what the speaker means.

English has been generally accepted as an active universal language in the world.[1] People who learn English consider it their own personal skills. Therefore, nowadays many people, especially students, must master English. English is focused on the ability of students to be able to master four language skills, namely: listening, speaking, reading and writing.

Teaching speaking is one of the important parts of English language skills that must be mastered by students in addition to reading, writing and listening. The function of speaking skills is to express one's ideas, feelings, thoughts, and so on express spontaneously and verbally. Speaking is one of the arts of language as speaking communication interaction with someone, and it

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[1] Sartipa, D. 2019. Talking Stick in Speaking Ability. In Journal Edukasi Lingua Sastra, 17(2), 159-164

is very difficult to master it.[2] Speaking skills are closely related to listening skills, in the act of speaking, students must listen and then speak, because speaking is not only remembering and memorizing sentences in writing but speaking is spontaneously to show students' ideas orally.

Based on the teaching practice program at MTsN 1 Lampung Timur of class VIII many students make error. They do not know what they want to say because of their lack of vocabulary. They also confused when perform in front of the class. They are confused because they cannot pronounce the correct words. The researcher chose this title, because he wanted to help these students improve their vocabulary, so that they can speak very well in front of the class without being confused and worried.

Based on the Pra Survey the researcher conducted on November 21, 2023 he saw many students who made speaking error and when students are asked to speak English they feels confident when speaking in front of the class this causes students to feel nervous when the speak English.

According to Clark and Clark in Muthmainnah,[3] there are nine speaking errors, the students doing error when they speak in front of the class have silent pauses, filled pauses, repeats, untracked false starts, retracted false start, correction, interjection, stuttering, slip of the tongue.

Based on the explanation above, the author wants to do a research entitled "AN ERROR ANALYSIS ON THE STUDENTS SPEAKING

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[2] Jeffry, C., & Stacy, M (2003). English Grammar. New York: Wiley Publising.
[3] Muthmainnah. (2014). The Analys of Speech Errors Made by the Main Actors in "Bad Boys l: The Movie" at Education Faculty of Al Asy Ariah Mandar University 2014.

PERFORMANCE AT MTsN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2023 / 2024".

B. Research Question

Based on the background of study, the research questions of this research as follow:

1. What types of errors made by students of MTsN 1 Lampung Timur?

2. What factors that cause of errors made by students of MTsN 1 Lampung Timur?

C. Objectives and Benerfit of the Research

1. Objectives of Research

    a. This study aims to find out and identify types of errors made by students of MTsN 1 Lampung Timur

    b. This study aims to find out the possible cause of errors made by students of MTsN 1 Lampung Timur

2. Benefits of the Research

    The results of this study are expected to provide some important things contributions as follows:

    a. For Students

    As information for students to find out some of the speech errors they make and know students' abilities and be able to improve their speaking skills and as a good motivation, students will learn from their

mistakes and will not make many mistakes in speaking English because speaking mistakes have a big impact on speaking skills.

b. For Teachers

The results of this study are intended to be input for them on the importance of teachers evaluating students' speaking errors by providing more speaking practice to reduce students errors in speaking, especially speaking in front of the class.

c. For Other Researchers

The results of this study are intended to be a consideration for other researcher about errors and can be used as a reference for our experience in teaching English for the future.

d. For Institutions

The results of this study are expected to be useful as information material to add references as material for further in-depth research.

D. Prior Reseach

There are some previous studies an errors analysis on the students speaking. The first previous studies is error analysis of students' speaking performance in speaking English community by Arfiena Noer Sasmita Lestari Utami. [4] 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

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[4] Sasmita Lestari Utami. *error ananlysis of students speaking performance in speaking English Community. Skripsi Universitas Hkbp Nommenses.2020*

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.

The second provious studies is analysis of errors in English language performance Indonesian students by Salija Kisman, .[5] found errors in speaking dealing with grammatical matters and the rest with pronunciation and diction. That the most dominant source of error can be said to be interference from target language. Students have difficulty fully internalizing systematics rules due to the uniqueness of the target language system, and are ineffective learning strategies. The study is based on "controlled" speech by the fourth English language education semester students

The third previous studies is an error analysis on student's speaking performance by Uswatun Khasanah, Ahmad Haryadi, Chyntia Heru Woro,[6] in this study found using qualitative research, there are several kinds of errors in speaking performance, from speaking a person can communicated their feelings, forget their ideas and opinions. The researcher analyzed each student's speaking performance, analyzed each student's errors and classified the types of errors. The purpose of this study is on find out the types and error of each student.

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[5] Salija Kisman. *analysis of errors in English language performance Indonesian students*.2010
[6] Chyntia Heru woro, Ahmad Haryadi, Uswatun Khasanah. *An error analysis on students speaking performance*. Ikip Pgri bojonegoro.2018

From the previous research above, researchers can find similarities and differences. This research has similarities with Arfiena Noer Sasmita Lestari Utami research using qualitative methods. The difference from the first and second research examines the types of speaking errors made by student, while the third research only focus on the outline of speaking.

The novelty of this research is that previous studies only on analyzing without providing recommendation in the form of technique and strategy that can be used by teachers such as so that students can understand speaking English. However, in this study the researcher discusses speaking errors in student using Clark and Clark the theory and what types are in speech errors on student speaking. For data collecting techniques in this study using interview, observation and documentation.

Based previous research, researcher interested in continuing research him term of an error analysis on the students speaking using Clark and Clark theory conducted on the students at MtsN 1 Lampung Timur.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Speaking

1. Definition of Speaking

Speaking is the act of communicating one's words, thoughts, and feelings to others by using spoken language so that the intent can be understood by others. Many experts have to define speaking skills. The broad meaning is focused on communication that is realized to achieve certain goals, such as to inform something and ask for an explanation. Simply put, speaking is a standard competency used in daily communication.[7]

In English, speaking ability refers to the ability to verbally communicate one's views to others. Speaking abilities must be developed in order to assist speaking skills, expand vocabulary, enhance pronunciation, and improve English phrases so that they are readily understood by other.

According Utari and Nababan, speaking skills are knowledge of language forms and their meanings and the ability to use them when and to whom. Good speaking ability is a person's ability to convey information in good, correct and interesting language so that listeners can understand.[8] Nunan stated that speaking is a productive oral skill consisting of

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[7] Bc. Petra Solcova, *Teaching Speaking Skills,* (Masaryk University Faculty of Arts, 2011),
[8] Sri Utari Subiyakto and Nababan, *Metodologi Pengajaran Bahasa,* Jakarta: Gramedia Pustaka Utama), 1993, 45.

producing systematic verbal utterances to convey meaning. Speaking is also a person's ability to express ideas, thoughts, emotions and feelings and respond to what other people say orally.[9] Furthermore, Harmer stated that speaking is the ability to speak fluently which can be done if there are two or more people. Speaking using language for interaction and transactional purposes. It means that speaking is done by speakers and listeners who interact to convey or transfer information.[10]

From the explanation above, the researcher concludes that speaking is not only a speaker who makes a sound but speaking is a skill that must be mastered by someone. Speaking skills must have language skills, vocabulary, pronunciation to produce language and convey ideas from what is said, what is seen, felt, and thought. So, in this process can be described as the interaction between the speaker and the listener can be achieved.

2. **The Component Of Speaking**

Based on the explanations of several experts about speaking skills, some students find it hard to practice English speaking because there are many components in the aspect of speaking skills. According to Harris (1974) there are five components of speaking skill concerned with pronunciation, vocabulary, grammar, fluency, and comprehension.[11]

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[9] David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), 48.
[10] Jeremy Harmer, *How to Teach English* (London: Longman, 2007), 126.
[11] Azlina Kurniati, Eliwarti, Novitri, "A Study on The Speaking Ability of The Second Year Students of SMK Telkom Pekanbaru" (Faculty of Teachers Training and Education of Riau University), 2015, 5.

a. Pronunciation

Pronunciation is an action or result that produces the basis of speech, including articulation, stress, and intonation often with reference to some standard of truth or acceptance. Pronunciation is a way for students to produce spoken words clearly when they speak. [12] It means that pronunciation has an important role so that students can communicate effectively even though they have limited intonation, vocabulary and grammar pronunciation. Then pronunciation is a way for students to produce spoken words clearly when they speak.

b. Vocabulary

Vocabulary is an important element of language that a person must have in learning a language, especially to communicate with other people. Vocabulary can be defined as the words that a person is aware of to speak successfully. It can be said that one of the keys to success in communication is the power of words. In addition, by knowing a lot of vocabulary, it will be easier for us to express our ideas, feelings, and thoughts.

c. Grammar

Grammar is the part of speaking that is used for system rules that make rules about how to use codes in talking to other people. Grammar is the main component of language. Grammar mediates between systems of sound or written symbols, on the one hand, and

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[12] Harriet B. Klein, "Productive strategies for the pronunciation of early polysyllabic lexical items" (Journal of Speech, Language, and Hearing Research, 2001), 69.

systems of meaning, on the other. Grammar is a systematic way of calculating and predicting a great speaker or listener's understanding of language.[13]

d. Fluency

Fluency can be defined as the ability to speak at a fluent and precise speaking speed. This means that speakers don't have to spend a lot of time searching for the language needed to convey the message. In the teaching and learning process, if you want to check the fluency of students in speaking, usually the teacher allows students to express themselves freely without instructions, this is to help students speak fluently and easily.

e. Comprehension

Hornby states that comprehension is the ability to understand spoken English which aims to improve or test understanding in spoken written language. Comprehension serves to make it easier for listeners to capture information from the speaker. So, in speaking it can be concluded that comprehension refers to the speaker's understanding of what they are saying to the listener to avoid misunderstanding the information.[14]

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[13] Sidney Greenbaum & Gerlad Nelson, *Introduction to English Grammar Second edition* (Essex: Longman, 2002), 1.

[14] Friska Carnia Mulasari, *The Effectiveness of Using Guessing Game for Teaching Procedure Text in Speaking (An Experimental Research at Second Grade Students of SMK Muhammadiyah 1 Purwokerto in Academic Year 2014/2015"* (Bachelor Thesis. Universitas Muhammadiyah Purwokerto, 2015), 6.

Based on the explanation of several theories above, the researcher can conclude that the elements of speech are important elements to be used as a reference for goodness speaker. The components of speaking are pronunciation, vocabulary, grammar, fluency and comprehension. This means that when speaking, the speaker must pay attention components of being a good speaker.

3. **The Function Of Speaking**

Simply put, the goal of the speaking component in the language classroom should be be to encourage the acquisition of communication skills and to cultivate real communication inside and outside the classroom. In a teaching situation, the teacher may have leeway in deciding what objectives to meet, what content to cover and what activities will be used. In this case, teachers can go beyond more specific goals and the purpose of a particular program in the real world.

In designing speaking techniques, teachers must pay attention to several things principles for achieving better performance in the classroom. According to Brown, There are seven principles for designing speaking techniques:[15]

a. Techniques must cover the spectrum of student needs, starting from language based on a focus on accuracy becomes a message-based focus on interaction, meaning and smoothness.

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[15] Brown, H,D. (1980) *Principles of Language Learning and Teaching*. New Jersey: Pentice-Hall Inc.

b. Techniques must be intrinsically motivating.

c. Techniques should encourage the use of native language in meaningful context.

d. Provide appropriate feedback and corrections.

e. Take advantage of the natural connection between speaking and listening.

f. Give students the opportunity to initiate oral communication

g. Encourage the development of speaking strategies.

4. The Element of Speaking

Brown states that speaking is a productive skill that can be observed directly and empirically, this observation is helped by the accuracy and effectiveness of the test takers' listening skills, which certainly sacrifices the reliability and validity of the oral production test. Speaking in class involves interaction between teacher and students or between students which depends on how class activities are organized. Brown further states that there are several basic types of speech as attend:[16]

a. Imitative

The capacity to merely repeat a word, phrase, or even a sentence is at one extreme of the spectrum of speech performance kinds.

b. Intensive

The creation of brief spoken language aimed to demonstrate competence in a small band of phonological, phrasal, and lexical links

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[16] H. Douglas Brown & P. Abeywickrama, *Language Assessment: Principles and Classroom Practice Longman 2nd edition* (New York: Pearson Education Inc., 2010), 184.

is the second form of speaking commonly utilized in assessment situations.

c. Responsive

Responsive which includes interaction and comprehension tests on a more restricted scale, such as very brief discussions, basic greetings and small chat, simple requests and remarks, and so on

d. Interactive

The duration and complexity of the engagement, which may encompass many exchanges and multiple participants, is the distinction between responsive and interactive speaking.

e. Extensive

Extensive speaking is a substantial speaking skill that requires a solid language component. The extensive oral production tasks include speech, oral representation, and storytelling. Moreover, the speaker needs to interact with the interlocutor, which can be in the form of answering questions, but the interaction is very limited.

From the explanation above, it can be concluded that speaking has four basic types according to Brown such as imitative, intensive, responsive, interactive, and extensive.

B. Concept Of Errors

1. Definition of Errors

Mistake and error have different meanings. Many people are sometimes confused with the words mistake and error. Mistake is a

presentation error that is an unplanned prediction, where known methods are not used correctly. Mistake usually refers to a choice that turns out to be wrong. The context of this one vocabulary is usually for unintentional mistakes and you know very well that the action is wrong. Native speakers are usually able to recognize and correct errors, which are not the result of a lack of competence, but the result of some kind of temporary disturbance or imperfection in the speech-producing process. But, errors are usually errors made due to lack of knowledge about it. Errors are mostly done unconsciously whereas errors are mostly made consciously and can be attributed to slipping of the tongue, and lack of confidence.[17]

According Dardjowidjojo defines speaking errors are errors made by the speaker which can be caused by slipping of the tongue or aphasia. Errors occur because the resulting speak is not what it actually wants to say and the brain is disturbed so it can't speak as desired.[18]

Speak errors occur when someone who is talking about a difficult topic who is not fluent usually has difficulty choosing the right words. Then when someone is speaking they feel nervous so they make a speech error and then have to choose the right word to say. Furthermore, if a person makes a lot of mistakes and doesn't realize it, the listener may become confused and not grasp what the speaker is trying to communicate. However, when the speaker understands that they have made some faults

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[17] Brown, H. Douglas, *Principles of Language Learning and Teaching,* (USA: Longman,
[18] Soenjono Dardjowidjojo, *Psikolinguistik: Pengantar Pemahaman Bahasa Manusia* (Jakarta: Yayasan Obor Indonesia, 2003), 147.

and monitors and corrects them, the listener may not be bothered by it and understand what the speaker is saying.

Based explanation above, the researcher can conclude many peple still make speak errors, Speak errors happen to everyone when they are nervous, tired, or anxious.

2. **Cause Of Errors**

According to Clark and Clark that there are three possible causes of speech errors are cognitive difficulty, anxiety, and social reasons.[19]

a. Cognitive Difficulty

Every speaker has difficulty speaking fluently and has a different response when they try to produce between concrete and abstract words. Cognitive difficulty can be considered as speech planning is quite difficult to explain things and it takes longer to choose the right words to explain. For example, when the speaker asks for something like "May, I borrow aa... your book", the speaker makes an "aa" sound in the middle of the sentence, because the speaker has doubts, so that the speaker does not speak fluently.

b. Anxiety

Anxiety occurs when people are anxious and tense, so that the planning and execution of the conversation becomes less efficient and will result in more silent pauses and other speech errors. It may be very

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[19] Clark, H. H. and Eve V. Clark, *Psychology and Language : An Introduction to Psycholinguistics* (New York: Harcout Brace Jovanovich, 1977), 271.

difficult to verbally express the anxious state they want to express, so they spend more time planning, searching for the right words.

c. Social Reasons

When under pressure speaking seems difficult. The speaker must explain when the speaker is about to say something. The speaker should explain when the speaker still has something to say and when to finish. If you hesitate and take too long, someone else may take over the conversation. In this way, speakers have to explain when they want to deliver from start to finish without hesitation.

3. Types of Error

Clark and Clark divided the error into nine types. There are silent pause, filled pause, repeats, retraced false start, unretraced false start, correction, stutters, interjection, and slips of tongue.[20]

a. Silent pause

Silent pauses occur when a speaker takes a second or more between words. The speaker thinks about the next word or forgets the next word. So, speaker pause for a moment to produce the next word. There is a silent sentence pause. "I have some / exercises for you". After the words "I have some",speaker stop and be quiet for a few minutes. Then the speaker completes the sentence by saying"exercise for you".

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[20] Clark, H. H. and Eve V. Clark, *Psychology and Language : An Introduction to Psycholinguistics* (New York: Harcout Brace Jovanovich, 1977), 263

b. Filled Pause

The speaker produces speech sounds, and within the speech sounds there is a filled pause with ah, eh, eh, mm, like turning on, eh, while planning and thinking about what he would say next before continuing his words.[21]

c. Repeats

Repeats occurs when speakers produce speech and speaker sounds repeat one or more words before they finish the sentence, such as activating heater/heater switch. There are examples of repetition"What do you/what do Youcall today?" According to this question, the speaker repeats what words, do, and you. After repeating these words, the speaker finishes the question.[22]

d. Interjection

Interjections are almost similar to pause fillers, both show that the speaker pauses and fills the gap with sound, but the exclamation "oh, ah, good, and say" students always use this word when they don't want to speak.

e. Unretraced False Starts

Unretraced occurs when the speaker makes a mistake in their speech, and they try to improve their sentences by correcting one or more words. Example from unretraced"Let's start expressing the informalis/are apology. The speaker tries correct the sentence by

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[21] Clark, H. H. and Eve V. Clark, *Psychology and Language : An Introduction to Psycholinguistics* (New York: Harcout Brace Jovanovich, 1977), 264-265.

changing the word "is" to "are" without using the explicit speech. The speaker corrects the word directly without spaces.[23]

f. Retraced False Starts

The speaker corrects the word, but before correcting the word, the the speaker repeats one or more words, such as turning on the stove/the heatherswitch. This is an example of retraced. "After the end of you/after you finish your task." The speaker repeats the word "after", and then he corrects the next word words become "You completed your task".

g. Correction

occurs when the speaker corrects one or more words. Correct similar to unretraced, but correction uses explicit correction to correct the word, like turning on the stove switch - I mean the heater switch. An example is Please You/I am sorry please discuss it with your partner". For the first, said the speaker "please your", but the speaker corrected the sentence to "please discuss with your partner". In the middle of the sentence, the speaker corrects the sentence using explicit saying ", I'm sorry".

h. Stutters

Stutters occurs when a speaker repeats the same sound quickly, such as turnon h– h – h heater switch. The example is "ec-ec-

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[23] *Ibid*., 266.

eceachperson one." Speaker repeating words"ec"quickly. After repeating the word"ec",the speaker can produce sentences fluently.

i. Slip of the Tongue

A slip of the tongue occurs when a speaker slips their voice, word, or words others, like turning on sweeter obstacles. Example of a slip of the tongue "This Today's material includes an invitation." The speaker tries to speak"is",but at the end the sentence is a word"invitation".The speaker produces the speech fail. Say"invitation"affects the previous word. So, the sound "is"become sound"in"And"it"and the speaker slipped.[24]

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[24] *Ibid.*, p. 270

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research is descriptive qualitative. Here the researcher explains students' speaking skills errors. Meanwhile, research is said to be qualitative because it involves a fundamentally interpretive natural setting. Descriptive research is to investigate various educational problems and problems.

Then according to Kothari descriptive research includes survey and fact-finding questions of various types.[25] Based on theory above, the researcher used a descriptive research design with qualitative approach because the author explains and describes the data. Data in the form of words, sentences are not in the form of numbers. In this research, The researcher analyzes students' speaking performance in front of the class. This design suitable for this research because the researcher wants to identify how students' speaking appearance in front of the class.

B. Data Source

According to Lofland the main data source in qualitative research are words and action, the rest is data additional such us documents and others. Meanwhile according S.Nasution data primer is data that can be obtained

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[25] C.R. Kothari, *Research Methodology Methods & Techniques*: University of Rajasthan, Jaipur (India), 2.

directly from the field of research. Based on source research data can be classified in to 2 types namely primary data and secondary data.

1. Primary Data

    The primary Data is data obtained or collected by research directly from the source, data primary is usually called original data or new data that has up date to data properties. To obtain data primary researcher must collectet it directly. Step that can be use researcher for find data primary is observation, interview, and documentation.

2. Secondary Data

    The Secondary is data obtained or collected by researcher all existing source in a sense the researcher is second hand on collecting the data. Data secondary can obtained from several source as the journal, book, and report, understading two types od data above is needed as the basis for determiningthe methods and step data research collection.

C. Data Collecting Technique

1. Observation

    Observation is a data collection method that uses direct and indirect observations.[26] This technique is done by making direct observations of speech errors that occur in students. Observations were made to find out and analyze speech errors that occurred in students. Pre-observation, the researcher approached to get some important information to fulfill the next step in this research. The researcher asked some

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[26] Yatim Riyanto, *Metodologi Penelitian Pendidikan* (Surabaya : Penerbit SIC, 2010), 96.

questions to the students about whether the students had speech errors in speaking English. At the observation stage, the researcher observed the results of research on speech errors that occurred in students. Then the researcher analyzed the speech errors that occurred in the students using the Clark and Clark‟s theory.

2. Interview

    Interview is the interaction of two people to exchange information and thoughts through question and answer, so as to create meaning in a particular topic. Interviews are used as a data collection technique to find out things from more in-depth sources.[27] Interviews were conducted to analyze speech errors made by students. The researcher interview fivety students MTsN 1 Lampung Timur. The Researcher asked to students for daily activities in front of the class.

3. Documentation

    Documentation is a form of activity or systematic process of searching, investigating, compiling, and providing documents to obtain knowledge, information and evidence in this research. In this study, the documentation used is in forms such as:

a. Audio Recording

    Audio recording is done to listen to audio recordings to analyze speech errors produced by students.

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[27] Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif dan R&D* (Bandung: Alfabeta, 2016), 231-232.

b. Taking the Script

The researcher wrote a recording of the students" speech errors, then the researcher checked some of the speech errors that the students made when the students spoke English using Clark and Clark's theory.

c. Taking the Pictures

The researcher do documentation as evidence in their research, because documentation is an important thing in research.

D. Data Analysis Technique

According to Miles & Huberman the analysis consists of activity lines that occur simultaneously, namely: data collection, data reduction, data display, and drawing conclusions/verification.[28]

Figure 3.1

The Component of Data Analysis (Interactive Model) By Miles and Huberman
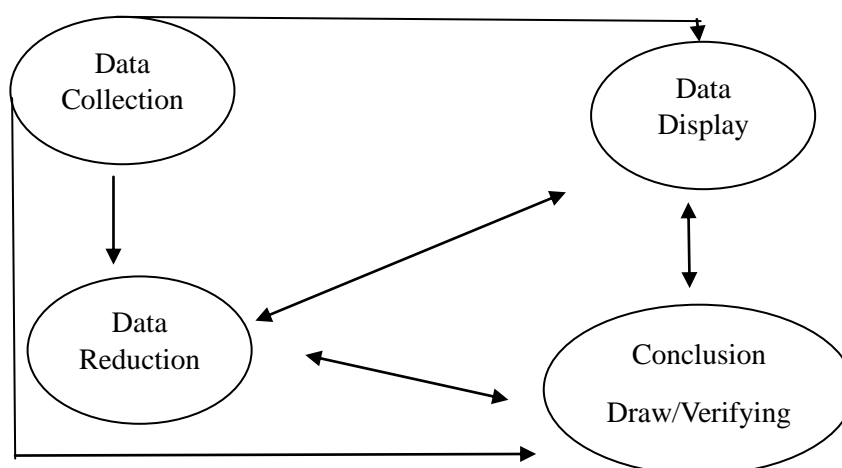
The details these four lines as followes :

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[28] Matthew B. Miles & A. M. Huberman, *Analisis Data Kualitatif: Buku Sumber Tentang Metode-Metode Baru* (Jakarta: UI Press, 1992), 16.

1. Data Collection

Data Collection Data Display Conclusion: Drawing/Verifying This is the first step in conducting qualitative research. The researcher should collect as much data as possible. In this case the researcher obtained data from interviews and observations on students speech errors. In this step, the researcher records and conducts interviews and observations with students to find out speech errors and the factors that cause speech errors in students. In this research, data related to the types of speech errors that occur will be analyzed using the Clark and Clark"s theory.

2. Data Reduction

Data reduction is part of the analysis. Data reduction is a form of analysis that sharpens, categorizes, directs, discards unnecessary, and organizes data in such a way that final conclusions can be drawn and verified. Therefore, the reduced data will provide a clearer picture. Qualitative data can be simplified and transformed in various ways, namely: through rigorous selection, through summaries or brief descriptions, classifying them in a broader pattern, and so on. The steps in this research are:

a. Classifying the results of documentation and interviews with students about their speech errors using Clark and Clark's theory.

b. The results of the documentation and interviews are converted into clear transcripts to make it easier to analyze speech errors.

3. Data Display

   After the data is reduced, the next step is to display the data. Miles & Huberman defines a presentation as an organized collection of information that provides the possibility of drawing conclusions and taking action.[29] Presentation of data is a collection of information that is structured and provides the possibility to get conclusions and actions. By presenting data, the data will be organized. Therefore, it will make it easier to understand.

   In qualitative research, displaying data can be done on a short description. Some of the activities displaying data in this research are:

   a. Displays data on documentation and interviews conducted and has been compiled into written text.

   b. Displaying observational data about the analysis of students speech errors in Clark and Clark's theory.

   The display must be able to describe the contents of the entire data so that researcher can draw conclusions sequentially to answer all research questions in this study.

4. Conclusion

   The last step is conclusion/verification is refers to the process which are able to answer research questions and research objective. Conclusions can be in the form of a description or the description of an object that is still temporary, and will be changed if there is no strong

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[29] Matthew B. Miles & A. M. Huberman, *Analisis Data Kualitatif: Buku Sumber Tentang Metode-Metode Baru* (Jakarta: UI Press, 1992), 18.

evidence to support the next step of data collection. But, if the beginning conclusion is supported by valid proof and consistent, when the researcher back to the field, so the conclusion is credible.

CHAPTER IV

RESULTS AND DISCUSSION

A. Description of Research Setting

1. The Profile of MTsN 1 Lampung Timur

The establishment of Madrasah Tsanawiyah Negeri (MTsN) 1 Lampung Timur was due to the existence of integration period of several religious schools. Initially MTsN 1 Lampung Timur is transportation or transfer from a teacher training school, namely the Four Year Religion Teacher Education (PGA 4 Years). PGA 4 Years is a junior high school. Then from the 4 Year PGA to become a teacher or teaching staff you must continue to the Six Year Religious Teacher Education (PGA 6 Years). This year's PGA 6 position is at the same level as Teacher Training High School (SMA). Then the 4 Year PGA experienced integration in 1970 became a State Tsanawiyah Madrasah. Also the 6 Year PGA changed to PGA State which is a continuation school of Madrasah Tsanawiyah.

Madrasah Tsanawiyah Negeri 1 Lampung Timur initially had private status and merged with Madrasah Aliyah Filial Metro which was led by Mr. M. Sholeh, BA. Finally in 1979 Madrasah Tsanawiyah Metro proposed to the Poncowati State Tsanawiyah Madrasah so that it can become a remote class Poncowati State Tsanawiyah Madrasah located in Metro, led by Mr. Syaiful Parjono, BA.

Then the request was approved by the Head of the Poncowati State Tsanawiyah Madrasah Drs. Prosperous Zakaria. After that it was given the

name Madrasah Tsanawiyah Negeri Filial Metro, precisely in 1993 by the Principal of Madrasah Tsanawiyah Poncowati State was proposed to the Central Department of Religion through the Lampung Province Regional Religion Department Office.

On 25 October 1993 it became Madrasah Tsanawiyah of Metro with Decree of the Minister of Religion of the Republic of Indonesia Number 244 of 1993. With The issuance of a decision letter from the center means that the Filial Metro State Tsanawiyah Madrasah will no longer join the Poncowati State Tsanawiyah Madrasah. And because the expansion of the Metro City area, where the MTsN Metro area is located East Lampung region MTsN Metro changed to MTsN Metro Batanghari Lampung Timur and in 2015 it changed to MTsN 1 Lampung Timur.

2. **Vision and Mission of MTsN 1 Lampung Timur**

   a. **Vision**

      "ISLAMIC, SMART AND INDEPENDENT"

   b. **Mission**

      In an effort to achieve this vision, Madrasah Tsanawiyah Negeri (MTsN) 1 Lampung Timur has compiled eight missions that support it, namely:

      1) Carry out learning and guidance in a scheduled, effective and efficient manner.

      2) Improve the Professionalism of Teachers and Officers.

      3) Improving the Quality and Quantity of Facilities and Infrastructure.

4) Develop a sense of pride among teachers, staff and students towards the Madrasah Tsanawiyah Negeri 1 Lampung Timur

5) Make students have a stable faith and be obedient in worship.

6) Shaping students to behave Islamically

7) Develop self confidence in students to behave in a disciplined, honest manner have noble character in accordance with the nation's cultural character.

8) Building and Developing Commitment to the Environment

B. Results of The Research

Based on the research conducted by the researcher, the researcher collected speaking errors produced by fifteen students from class eight MTsN 1 Lampung Timur. The data were taken from observations and in depth interviews, to find out and identify the types of speak errors made by students and find out the possible factors that occur in students' speak errors when speaking English.

1. The Types of Speaking Errors Made by Students of MTsN 1 Lampung Timur

Clark & Clark divide the types of speak errors into nine, namely silent pause, filled pause, repeats, retraced false starts, unretraced false starts, corrections, stutters, interjections and slips of tongue[30]. The results

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[30] Clark, H. H. and Eve V. Clark, *Psychology and Language : An Introduction to Psycholinguistics* (New York: Harcout Brace Jovanovich, 1977), 263

of study based on the type of speech errors made by students described below:

Data 1 (WAY):

Table 4.1

Lists of Speech Errors Produced by WAY

NO.	Errors	Types of Error
1.	I lake to my people ➔ I like to my people	Slips of Tongue
2.	Cell me ➔ Call me	Slip of Tongue
3.	Ovel Face ➔ Oval face	Slip of Tongue
4.	I fond ➔ I found	Slip of Tongue

Analysis:

In this data, errors obtained from WAY only one that is slip of tongue the students story about the experience and they doing slip of tongue as the word "I lake". Students produce the speed of speak between words to stop so that they experience speak errors slip of tongue.

Data 2 (RDK):

Table 4.2

Lists of Speech Errors Produced by RDK

NO.	Errors	Types of Error
1.	I at firs ➔ I at first	Slip of Tongue
2.	I lek ➔ I Like	Slip of Tongue
3.	And friend / And friend	Repeats
4.	Important of / Important of	Repeats
5.	I-I-I	Stutters
6.	Met friends ➔ Meet friends	Slip of Tongue

Analysis:

In this data, researcher find many errors to students that is 3 slip of tongue 2 repeats and 1 shutters, the students very excited story about experience until they saying word I until 2 second.

Data 3 (SK):

Table 4.3

Lists of Speech Errors Produced by SK

NO.	Errors	Types of Error
1.	My slef ➔ My self	Slip of Tongue
2.	Cell ➔ Call	Slip of Tongue
3.	Abot ➔ About	Slip of Tongue
4.	Three hors ➔ Three hours	Slip of Tongue
5.	I-I-I	Stutters
6.	Come beck ➔ Come back	Slip of Tongue

Analysis:

In this data, researcher find the several errors that is to slip of tongue the students produce speed when speak until they not aware they doing 1 error that is shutter.

Data 4 (AI):

Table 4.4

Lists of Speech Errors Produced by AI

NO.	Errors	Types of Error
1.	Aquitens➔ Aquitance	Slip of Tongue
2.	Stadents ➔ Students	Slip of Tongue
3.	Aaa...also like	Filled pause

Analysis:

In this data, researcher find 3 errors that is slip of tongue and filled pause, the student doing error filled pause when the student connected the next word so that happen filed pause.

Data 5 (IL):

Table 4.5

Lists of Speech Errors Produced by IL

NO.	Errors	Types of Error
1.	Standen ➔ Student	Slips of Tongue
2.	Want to ➔ Went to	Slip of Tongue
3.	Ebot ➔ About	Slip of Tongue
4.	Cell me ➔ Call me	Slip of Tongue
5.	At // At I grade	Silent pause

Analysis:

In this data, researcher find the 2 errors that is slip of tongue and silent pause word silent pause happen when the student say "At" they silent pause show that they is thingking about for the next word.

Data 6 (CEA):

Table 4.6

Lists of Speech Errors Produced by CEA

NO.	Errors	Types of Error
1.	I hir ➔ I here	Slip of Tongue
2.	Swimming pol➔ Swimming pool	Slip of Tongue
3.	Sperit ➔Spirit	Slip of Tongue
4.	Some tim➔ Some time	Slip of Tongue

Analysis:

In this data, The researcher only find 1 errors that is slip of tongue by CEA because very fast on speak English many word which wrong as the spirit become "Sperit".

Data 7 (PIM):

Table 4.7

Lists of Speech Errors Produced by PIM

NO.	Errors	Types of Error
1.	Death ➔ That	Slip of Tongue
2.	mmm… today I will	Filled Pause
3.	mmm… at the time	Filled Pause
4.	The end of mmm…. Next day	Filled Pause

Analysis:

From this data PIM only made 4 speaking errors, she made slip of tongue because when she speak English with fast she always say mmm… until several second, and when she wil say that become "Death".

Data 8 (LD):

Table 4.8

Lists of Speech Errors Produced by LD

NO.	Errors	Types of Error
1.	Kell ➔Call	Slip of Tongue
2.	Introdukce ➔ Introduction	Slip of Tongue
3.	I-I-I am tell you	Stutters
4.	Let's // let's I	Silent pause
5.	And I // I student MTs	Silent Pause
6.	Abough ➔ About	Slip of Tongue

Analysis:

From on the data researcher find several errors that is 3 slip of tongue, 1 shutter and 2 silent pause, based data LD found that student always silent when continue the next word because student to hasty in speaking English.

Data 9 (RLA):

Table 4.9

Lists of Speech Errors Produced by RLA

NO.	Errors	Types of Error
1.	mmm… I doing pray	Filled Pause
2.	And after / and after	Repeats
3.	In-in-in lampung	Stutters
4.	mmm…before that	Filled Pause
5.	My bake ➔ my bike	Slip of Tongue
6.	Stadent ➔ Student	Slip of Tongue

Analysis:

From on the data researcher find man errors that is 3 slip of tongue, 1 repeats, 1 shutters and 2 filled pause, based on data the student use word mmm… so she created a filled pause.

Data 10 (HAN):

Table 4.10

Lists of Speech Errors Produced by HAN

NO.	Errors	Types of Error
1.	I'am student / I'am student	Repeats
2.	Abot ➔ About	Slip of Tongue
3.	Pley ➔ play	Slip of Tongue
4.	Student MTs / Student MTs	Repeats

Analysis:

In this data, researcher get several speaking error that is 2 repeats and 2 slip of tongue the students always repeats several word as the "Student MTs / Student MTs".

Data 11 (ARI):

Table 4.11

Lists of Speech Errors Produced by ARI

NO.	Errors	Types of Error
1.	Abot ➔ About	Slip of Tongue
2.	Everone ➔ everyone	Slip of Tongue
3.	I'm to mmm…	Filled Pause
4.	My friend move / friend muve	Retraced False Starts

Analysis:

In this data, researcher found the errors that is 2 slip of tongue, 1 filled pause, and 1 retraced false starts, the student repeats the word but change word " I want" become I went and for connected word student say "mmm…" that on category filled pause.

Data 12 (MA):

Table 4.12

Lists of Speech Errors Produced by MA

NO.	Errors	Types of Error
1.	T-T-T today I will	Stutters
2.	Everone ➔ everyone	Slip of Tongue
3.	I // my student is	Silent Pause
4.	I will / I will tell	Repeats

Analysis:

From the data MA researcher found the errors that is 1 shuterrs, 1 slip of tongue, 1 silent pause, and 1 repeats, student always repeats several word and on speaking student shutters when say " T-T-T today I will".

Data 13 (MRA):

Table 4.13

Lists of Speech Errors Produced by MRA

NO.	Errors	Types of Error
1.	Stadent ➔ Student	Slip of Tongue
2.	And I mmm… study	Filled Pause
3.	In // in school holiday	Silent Pause
4.	Mosque ➔ Moskue	Slip of Tongue

Analysis:

In this data, researcher get data from MRA he say "mmm…" until one second after that he continue story researcher found he silent pause a moment ago and he slip of tongue when he say "Beach" become bich.

Data 14 (BTP):

Table 4.14

Lists of Speech Errors Produced by BTP

NO.	Errors	Types of Error
1.	Intodac ➔ Introduction	Slip of Tongue
2.	Kall ➔ Call	Slip of Tongue
3.	And on // and on the	Silent Pause
4.	Green ➔ Grade	Slip of Tongue

Analysis:

From the data BTP researcher found speaking errors 2 slip of tongue and 1 silent pause, Student say "Grade become Green, word "Call" become Kall.

Data 15 (EA):

Table 4.15

Lists of Speech Errors Produced by EA

NO.	Errors	Types of Error
1.	To-to you can	Stutters
2.	Swi-swi swimming	Stutters
3.	Gat-gat gathering	Stutters
4.	Is-is-is very	Stutters

Analysis:

In this data, researcher found 1 speaking errors that is shutters because the student always try for repeats the word but student speak with sutters.

The results in the observation table above show that in Data 1 to Data 15 there are six types of speaking errors made by student eight class MTsN 1 Lampung Timur consisting of Slip of Tongue 38 times, Shutters 9 times, Repeats 6 times, Silent Pause 6 Times, Filled Pause 8 times, and Retraced False Starts 1 times. The most common types od speaking errors made by students MTsN 1 Lampung Timur is Slip of Tongue.

2. **The Cause of Errors**

Based on data from observations and in-depth interviews with respondents, it shows that fifteen students in MTsN 1 Lampung Timur, With this, the researcher analyzes the factors that causes of speech errors that affect the speech errors found by students using Clark and Clark's theory. Clark divides the possible causes of speaking errors that affect speaking errors into 3 types, namely cognitive difficulty, anxiety, and social reasons.[31]

a. Cognitive Difficult

One of the possible causes of speech errors is cognitive difficulty when a person has difficulty remembering, has difficulty speaking fluently and takes a long time to make topic sentences using

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[31] Clark, H. H. and Eve V. Clark, *Psychology and Language : An Introduction to Psycholinguistics* (New York: Harcout Brace Jovanovich, 1977), 271

abstract words rather than concrete words. The results of interviews showed that students had difficulty speaking in remembering what they wanted to say so that they had difficulty speaking fluently. As the student said:

> *"iya, saya selalu salah Ketika berbicara bahasa inggris" (A).*
> *"iya, saya selalu memiliki kesalahan berbicara bahasa inggris kerena saya tidak pernah berlatih berbicara menggunakan bahasa inggris"(FK).*
> *"iya, saya mengalami banyak kesalahan ketika saya saya diminta untuk maju kedepan berbicara atau membaca bahasa inggris"(AI).*

When in front of many students have difficulty in speaking. The difficulty posed by students is the difficulty in remembering what sentences they want to say because of their lack of ability in English so that they produce the wrong sentences that they don't want to say.

> *"Saya kurang jelas Ketika berbicara didepan menggunakan bahasa inggris"(MF) "Ketika saya berbicara bahasa inggris saya merasa ada kesalahan dalam saya membaca dan pengucapan"(WA)"*

Based on these data, students lack understanding of grammar, lack of vocabulary and poor pronunciation so that they have difficulty speaking English fluently.

b. Anxiety

Anxiety occurs because of certain situations that make a speaker tense, anxious or worried. In anxious situations they tend to produce indecision in speech and other speech errors. The researcher found that students feel anxious when speaking English. As the student said:

"Saya Grogi, dan gemetaran" (A)
"Saya merasa grogi atau tidak PD" (MF)
"Saya merasa gugup dan takut" (IA)
"Ketika didepan kelas saat presentasi saya merasa grogi"(FK)
"Ketika didepan kelas saya merasa grogi, gemetar, dan belibet" (AKS)
"Saya merasa gugup, takut dan degdegan" (AN)

From this statement, it shows that students feel anxious because they are not confident and always assume that when they are talking they feel that they are being corrected by others.

c. Social Reason

One of the possible causes of speech errors is social reasons. When speaking, students experience demands to speak fluently and must convey what they want to convey from beginning to end without hesitation. As the students said:

"Ketika saya berbicara saya menganggap teman kelas tidak ada"(AI)
"Saya harus berlatih berbicara bahasa inggris sebisa mungkin saya tidak gugup"TA)
"Saya merasa pura-pura bisa berbicara bahasa inggris"(A)
"Ketika maju kedepan kelas saya sering gemetaran "(NI)

Based on this theory, it can be analyzed that the causes of speaking errors made by students eight class in MTsN 1 Lampung Timur as many as 12 causes of speaking errors contained in 3 kinds of factors that cause speech errors, namely cognitive difficulty, anxiety and social reasons.

C. Discussion

At this section the researcher will discuss the research results obtained. There are two research questions posed in this study. This research aims to

determine the types of speech errors experienced by students of MTsN 1 Lampung Timur and the factors that cause these speaking errors. In fact, from the results of observations and in-depth interviews, students of MTsN 1 Lampung Timur experienced speaking errors in English.

Types of Speaking Errors

	Silent Pause	Filled Pause	Repeats	Retraced False Starts	Unretraced False Starts	Corrections	Sutters	Interjection	Slips of Tongue
Types of Speaking Errors	4	10	6	1	0	0	9	0	38

Silent Pause   Filled Pause   Repeats
Retraced False Starts   Unretraced False Starts   Corrections
Sutters   Interjection   Slips of Tongue
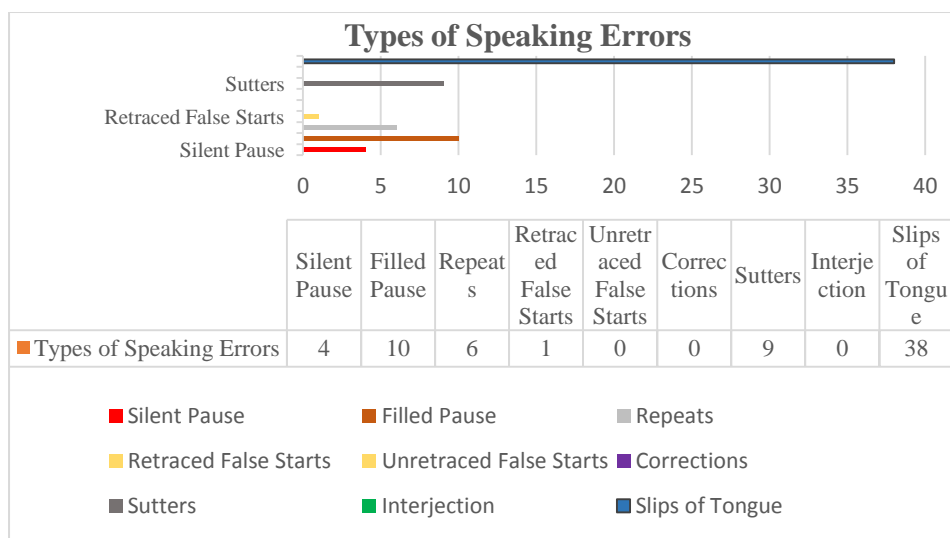
Figure 4.1 Types of Speaking Errors

Based on the findings of the data above, from Data 1 to Data 15 conducted by eight class MTsN 1 Lampung Timur, the researcher found that many students had speaking errors in speak English. The number of student errors is errors from 9 types of speech errors according to Clark and Clark. The errors consist of Silent Pause 6 times, Filled Pause 8 times, Repeats 6 times, Retraced False Starts 1 times, Unretraced False Starts 0 times, Corrections 0 times, Stutters 9 time, Interjections 0 times and Slips of Tongue 38 times.

From the results above, the researcher also analyzed the factors that influence students in producing speaking errors. Factors causing speaking

errors made by eight class students based on Clark & Clark's theory. Based on observations and in-depth interviews found cognitive difficulty, anxiety, and social reasons found in students. There are 5 students experiencing cognitive difficulty, 6 students experiencing anxiety, and 4 students experiencing social reasons.
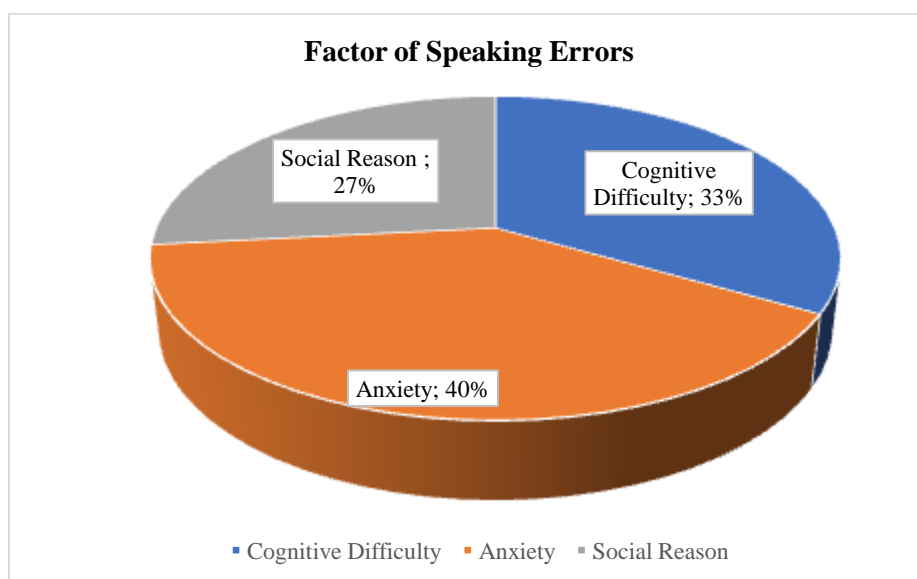
Figure 4.2 Factors of Speaking Errors

In line with the picture above, the percentage of anxiety dominates the factors causing students' speaking errors, then cognitive difficulty and then social reasons have the smallest percentage. The data shows that 40% of students experience anxiety in the factors that cause speaking errors. Then 33% of students experience cognitive difficulty on the factors that cause speaking errors. The remaining 27% of the factors that cause students speaking errors are due to social reasons.

This is evidenced by the type of error that is often done is slips of tongue. The main factor that influences students in producing speech errors is

anxiety and need time to think the next word so students often experience slips of tongue.

Based on the explanation above, it can be concluded that there are still many students who make errors in speaking English. Speech errors occur due to certain factors so that students make speech errors in speaking English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the reserch finding an errors analysis on the students speaking performance at MTsN 1 Lampung Timur the researcher concludes that:

1. The types of speaking errors made by MTs N 1 Lampung Timur class eight based on Clark and Clark theory found 98 errors namely: Silent Pause 4 times, Fiiled Pause 10 times, Repeats 6 times, Retraced False Starts 1 times, Unretraced False Starts 0 times, Correction 0 times, Stutters 9 times, Interjection 0 times, Slips of Tongue 38 times.

2. The factors that cause of speaking errors made by MTsN 1 Lampung Timur class eight based on Clark and Clark theory found are cognitive difficulty, anxiety, and social reason.

B. Suggestion

Based on the conclusion above, the researcher proposes the suggestion in order to be benefited to the result of this research. The researcher gives some suggestions which are addressed to the students, to the lectures and to the other researchers.

1. The Students

The researcher suggestion to the students to practice speaking english everytime with friend for add knowledge they must be following

course minimalized every there are english study the student must be speak english everytime a moment lesson hours.

2. The Teachers

   In this research the rearcher found many student do speaking errors and many student feel anxiety, the researcher hope the teacher must be creative and this become reference for teachers for can give solusion to the student which do speaking english.

3. The Other Researcher

   In this research, researcher this hope can be reference for other research which analysis about speaking errors and this research can become basic information for add reference about errors analysis students speaking.

C. Recommendation

Referring to the conclusion above, there are several things that need to be paid attention to regarding students understanding of speaking english the researcher give recommendation namely:

Efforts to improve the quality of students interest in learning english in MTsN 1 Lampung Timur and need for good coorporation between students and teachers in addition to improving english learning require supporting media to be able to hone students in speaking english.

For further research, it is necessary to conduct further and in depth refinement relate to the casw of factors affecting speaking errors in students

with different approaches, such as the use of quantitative methods or PTK so
that the influencing factors in students can be captive to variable methods.

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APPENDICES

The Data Pre-Survey

The Results Data of Interview

QUESTION!
1. When you speak english, do you have speak error?
2. Do you know when you have a speak error?
3. How do you feel when you make a speak error?
4. How to overcome in order to reduce error when speaking?

ANSWER!
Name: ANS
Class: VII
1. Ya, saya banyak kesalahan Ketika berbicara dengan Bahasa inggris.
2. Ketika membaca kata-kata Bahasa inggris saya masih banyak kesalahan.
3. Gugup, takut dan degdegan.
4. Kita harus percaya diri dan jangan takut.

ANSWER!
Name: FIK
Class: VII
1. Ya, saya selalu memiliki kesalahan, karena saya tidak pernah berbicara menggunakan Bahasa inggris
2. Saat presentasi didepan kelas.
3. Gugup.
4. Berlatih berbicara Bahasa inggris, dan sebisa mungkin untuk tidak gugup saat akan presentasi.

Source: from data pre-survey of the class VII MTsN 1 Lampung Timur

Table

The Classification of Speaking Errors By Made Students

MTsN 1 Lampung Timur

No	Initial Name	Silent Pause (//)	Filled Pause (…)	Repeats (/)	Retraced False Starts (/)	Unretraced False Starts (//)	Correction (-)	Stutters (---)	Interjection (>)	Slips of Tongue (➜)
1.	WAY	-	-	-	-	-	-	-	-	4
2.	RDK	-	-	2	-	-	-	1	-	3
3.	SK	-	-	-	-	-	-	1	-	5
4,	AI	-	1	-	-	-	-	-	-	2
5.	IL	1	-	-	-	-	-	-	-	4
6.	CEA	-	-	-	-	-	-	-	-	4
7.	PIM	-	3	-	-	-	-	-	-	1
8.	LD	-	2	-	-	-	-	1	-	3
9.	RLA	-	2	1	-	-	-	1	-	2
10.	HAN	-	-	2	-	-	-	-	-	2
11.	ARI	-	1	-	1	-	-	-	-	2
12.	MA	1	-	1	-	-	-	1	-	1
13.	MRA	1	1	-	-	-	-	-	-	2
14.	BTP	1	-	-	-	-	-	-	-	3
15.	EA	-	-	-	-	-	-	4	-	-
	Total	4	10	6	1	0	0	9	0	38

Transcript from Recording of the Students Speaking Errors
MTs N 1 Lampung Timur

DATA 1 WAY

Hello everyone my name is Wanda Ayu Yanuarta you can call me wanda I'm from eight G, here I will tell you about my self I'm fifty years old and I short hair and brown skin I have oval face and I like to my people I like swimming and singing there are many song I like expecially western song and my scholl MTs N 1 lampung Timur, in my opinion is a good school I also take part exstraculicular that is paskibra and I very exciting, and I have a good friend ria, riski and many more because I found good friend. Ok my be that's the end our conversation thank you very much.

DATA 2 RDK

Hello good morning my friends my name is Rendra Dwi Kesuma you can call me rendra is here I will story thats night I will meet my friends I at first I got to know its order I'm very happy to meet friends they are very happy good like happy its orders I like playing with him sometimes playing in class. Sometimes I and friend often invite me to playing swimming pool often and we swimming together and on that daily important. And that all my story I apologize sxpecialy if there a wrong.

DATA 3 SK

Hello everyone let's me introduce my self my name is Saskirana you can call Sasya I'm students is MTsN 1 Lampung and I on the eight G I will tell you about experience in the beach on the school holiday I'm and my family on to go the beach we went to sebalang beach south lampung the journey from home to about three hours on the afternoon we will enjoy the sunset that's very enjoy able about my experience and we will come back home from sebalang beach all right that's all and thank you see you all.

DATA 4 AI

Morning everyone all of me lets me introduction my self my name is Alifa Indriyani my aquitance usually call me Alifa I'm students MTsN 1 Lampung and now I eight G in this moment I will tell you about my talls about art I love drawing because in the future I will become artis I practice my art drawing everyday beside that I also like singing and I member tradisional dance ekstraculicular in my opinion art does'n have rule there is many music genre difference style and difference dance for me art is beauty, purety, and for imagination event human ekspresion is art from god all right that's all thank you so much.

DATA 5 IL

Good morning lets me Ionna Lucyta you can call me Ionna I'm student MTsN 1 Lampung Timur and at I grade eight G I will tell you about experience of vacation to the beach want lash school holiday we went family on vacation to the beach we went to sebalang beach and we swimming in the sea after that I and my family next to lampung barat visited tanjung setia in there many other county I very happy although very far but I happy because I can next swim in the sea that's experience can not I forget ok think that's all thank you.

DATA 6 CEA

Lets me introduction my self my name is Chalisa Etra Alya you can call me Chalisa I'm from MTs N 1 Lmapung Timur and I eight G I here will tell you about experience of vacation in semarang I'm with family went to semarang when I holiday school want swimming pool and I feels spirit after that I continue sometime on the road I see many car stop because there are incident until three hours I stop in the road and finally I finish in semarang I went to marker and I buy the lumpia semarang which very delicious I think enough thank you very much.

DATA 7 PIM

My name is Pebri Intan Maharani today I will tell you about my hoby is swimming and singing the are many song that I like at specialy western song and my school in MTsN 1 Lampung in my opinion its good school also at the time I take part it the ekstraculicular the ekspecialy paskibra and its very exciting, the and next day I try follow other ekstraculicular that is osis and alhamdulillah I accepted join the osis. Only that's from my story ok thank you.

DATA 8 LD

Lets I introduction my self my name is Lery Diana you can call me Lary and I student at MTs N 1 Lampung and I grade of class eight G and I'm will tell you about experience on the school on the morning I went to school and I on the time sport I play volly ball with my friend and that's moment there are students PPL and I invite the students for play volley ball after that time break I went to canteen with my friend and after that time for study matematik and I not like the study because very difficulty I think that's bad bad I must in front of the class for presentation english, I think enough thank you.

DATA 9 RLA

Let me introduced my self Riskinia Latiful Adawiyah you can call me Wiyah I'm student of MTsN 1 in Lampung Timur lets story about my experience before that I from eight G in this story I will story about my activities in this morning I woke up and I doing pray subuh and after that I help my mother for cooking until at 06.40 before that I take a bath and I ready to going the school I climb my bike after on the school I meet with my friend that is wanda I feel happy because 2 week again shall there contest singing in this school my be only that from my story, thank you.

DATA 10 HAN

Let me introduce my self my name is Hafidz Akbar Nasution you can call me Hafidz I'm student class G I'm student MTsN 1 Lmapung Timur here I will

tell you about my daily activities today I after back school I will play free fire with my friend before that I permit with my family for out play game but my father ask me for make a coffe after that my friend come to my home for play game but my mother not give me permit for play game so I feel angry but its ok I can play onther day. Thank you

DATA 11 ARI

Hello everyone lets me introduction my self my name is Akbar Rama Riski you can call me Rama I'm to from lampung timur I'm class eight G I will tell you about my hobby, I have hobby play badminton but my friend move the school I feel sad because my patner play badminton after lost but I found new patner that is rendra he is my friend he good on play volley ball and good play badminton I hope he can change my patner on the afternoon I always training badminton with my father in I6 C I feel so happy because badminton is my life ok only that from my story. Thankyou.

DATA 12 MA

Helo everyone let me introduced my self my name is Muhammad Ardiansyah you can call me Ardi I student of MTsN 1 Lampung Timur today I will tell you about my experience in krui beach I went to the my brother in west lampung I go to the beach from metro at fife time and I until to krui at four time afternoon I stay in west lampung I feel fresh air that is experience cannot forget I hope I can went to the krui beach again, ok thank you.

DATA 13 MRA

Let me introduce my self my name is Muhammad Rehan Al Fahri I'm study from eight G and I'm student at MTsN 1 Lampung Timur today I will story about my horror story in school holiday I with my friend after I back to mosque I with three my friend will back to home but on the pabric in 43 I see something I think my be only my feel but after I see one more I see ghost my friend not

believe so I run until bridge after that my friend ask to me what I see I explain I see that white colour and sit on the pabric. I think enough, thank you.

DATA 14 BTP

Let me intoduct my self my name is Bima Trihanda Saputra you can call me Bima I'm student MTsN 1 Lampung Timur and I on the grade eight G on the school day I feel happy because I can meet many my friend as the Ardian and Dwi I feel so happy because they is my best friend I aways play football together if there are empty time I always take the ball and play the ball with sir prayit I borrow the ball and play with my friend I ever get punishment because I out the class time for study but I'm not self I always with my friend they also get punishment and after that I never repeat the wrong ok only that thankyou.

DATA 15 EA

My name is Edo Erlangga to you can call me Angga my hobby is swimming I on two weeks go to stadion tejosari in there I swimming with my family I feel happy because swimming is my hobby I with my father and my brother went to swimming pool for refresing I feel so happy I can gathering with my friend too after that on the night I go to market night I on the ghost home I feel scared but I happy I can refresing I can buy the snack I feel is very happy I hope this agenda always there every month, I think only my experience thankyou

LIST INTERVIEW STUDENTS

Name   :

Direction   :   Please answer the question based on your opinion

Please answer the question clearly!

1.   When you speak english, do you have speak error?

_____

_____

2.   Do you know when you have a speak error?

_____

_____

3.   How do you feel when you make a speak error?

_____

_____

4.   How to overcome in order to reduce error when speaking?

_____

_____

LIST OF INTERVIEW STUDENTS

     Name   : WAY

     Direction   : Please answer the question based on your opinion

                      Please answer the question clearly

1. When you speak english, do you have speak error?

   Answer:

   Ya, saya selalu memiliki kesalahan karena saya tidak pernah berbicara menggunakan Bahasa inggris

2. Do you know when you have a speak error?

   Answer:

   Saat presentasi didepan kelas

3. How do you feel when you make a speak error?

   Answer:

   Gugup

4. How to overcome in order to reduce error when speaking?

   Answer:

   Berlatih berbicara Bahasa inggris, dan sebisa mungkin untuk tidak gugup saat akan presentasi

LIST OF INTERVIEW STUDENTS

Name   : RDK

Direction   : Please answer the question based on your opinion

Please answer the question clearly

1. When you speak english, do you have speak error?

Answer:

Iya, Punya

2. Do you know when you have a speak error?

Answer:

Pas menghafal dengan guru saya sering salah dalam menghafal kosakata

Bahasa inggris

3. How do you feel when you make a speak error?

Answer:

Grogi, gemeteran + belibet

4. How to overcome in order to reduce error when speaking?

Answer:

Berlatih dengan teman sekelas

LIST OF INTERVIEW STUDENTS

Name : SK

Direction : Please answer the question based on your opinion

Please answer the question clearly

1. When you speak english, do you have speak error?

Answer:

Ya, saya sering memiliki kesalahan dalam berbicara menggunakan Bahasa inggris

2. Do you know when you have a speak error?

Answer:

Ya, saya sering salah membaca tulisan Bahasa inggris

3. How do you feel when you make a speak error?

Answer:

Takut, gemeteran dan gugup

4. How to overcome in order to reduce error when speaking?

Answer:

Percaya diri menganggap teman yang didepan kita tidak ada agar tidak merasa gugup

LIST OF INTERVIEW STUDENTS

Name   : AI

Direction   : Please answer the question based on your opinion

Please answer the question clearly

1. When you speak english, do you have speak error?

Answer:

Ada

2. Do you know when you have a speak error?

Answer:

Ketika saya membaca Bahasa inggris

3. How do you feel when you make a speak error?

Answer:

Grogi atau tidak pede

4. How to overcome in order to reduce error when speaking?

Answer:

Harus sering berlatih berbicara Bahasa inggris

LIST OF INTERVIEW STUDENTS

Name : IL

Direction : Please answer the question based on your opinion

Please answer the question clearly

1. When you speak english, do you have speak error?

   Answer:

   Iya

2. Do you know when you have a speak error?

   Answer:

   Iya tau, Ketika saya berbicara Bahasa inggris saya merasa ada yang salah dalam membaca

3. How do you feel when you make a speak error?

   Answer:

   Gugup dan takut

4. How to overcome in order to reduce error when speaking?

   Answer:

   Caranya menganggap teman kelas tidak ada

LIST OF INTERVIEW STUDENTS

Name : CEA

Direction : Please answer the question based on your opinion

Please answer the question clearly

1. When you speak english, do you have speak error?

   Answer:

   Iya, kesalahan saya Ketika berbicara Bahasa inggris

2. Do you know when you have a speak error?

   Answer:

   Ketika didepan kelas

3. How do you feel when you make a speak error?

   Answer:

   Grogi dan genetar

4. How to overcome in order to reduce error when speaking?

   Answer:

   Mengerjakan soal

LIST OF INTERVIEW STUDENTS

Name : PIM

Direction : Please answer the question based on your opinion

Please answer the question clearly

1. When you speak english, do you have speak error?

   Answer:

   Iya

2. Do you know when you have a speak error?

   Answer:

   Saat diminta tolong untuk membaca didepan kelas

3. How do you feel when you make a speak error?

   Answer:

   Grogi

4. How to overcome in order to reduce error when speaking?

   Answer:

   Fokus agar tidak salah

LIST OF INTERVIEW STUDENTS

Name   : LD

Direction   : Please answer the question based on your opinion

Please answer the question clearly

1. When you speak english, do you have speak error?

Answer:

Iya

2. Do you know when you have a speak error?

Answer:

Iya saya tau, karena sering gemetar saat berbicara

3. How do you feel when you make a speak error?

Answer:

Gugup dan gemetar

4. How to overcome in order to reduce error when speaking?

Answer:

Selalu berusaha agar bisa berbicara Bahasa inggris

LIST OF INTERVIEW STUDENTS

Name   : RLA

Direction   : Please answer the question based on your opinion

Please answer the question clearly

1. When you speak english, do you have speak error?

    Answer:

    Iya

2. Do you know when you have a speak error?

    Answer:

    Iya, Ketika saya presentasi didepan kelas

3. How do you feel when you make a speak error?

    Answer:

    Sangat grogi dan gugup

4. How to overcome in order to reduce error when speaking?

    Answer:

    Sering berlatih berbicara Bahasa inggris dengan sunggug-sungguh

LIST OF INTERVIEW STUDENTS

Name   : HAN

Direction   : Please answer the question based on your opinion

                  Please answer the question clearly

1. When you speak english, do you have speak error?

   Answer:

   Iya punya

2. Do you know when you have a speak error?

   Answer:

   Iya tau

3. How do you feel when you make a speak error?

   Answer:

   Gemetar

4. How to overcome in order to reduce error when speaking?

   Answer:

   Selalu belajar berbicara Bahasa inggris

LIST OF INTERVIEW STUDENTS

Name : ARI

Direction : Please answer the question based on your opinion

Please answer the question clearly

1. When you speak english, do you have speak error?

Answer:

Iya saya selalu salah Ketika berbicara Bahasa inggris

2. Do you know when you have a speak error?

Answer:

Iya keika saya maju saya selalu salah

3. How do you feel when you make a speak error?

Answer:

Gugup

4. How to overcome in order to reduce error when speaking?

Answer:

Pura-pura bisa

LIST OF INTERVIEW STUDENTS

Name : MA

Direction : Please answer the question based on your opinion

Please answer the question clearly

1. When you speak english, do you have speak error?

   Answer:

   Iya

2. Do you know when you have a speak error?

   Answer:

   Iya tau,

3. How do you feel when you make a speak error?

   Answer:

   Gemetar dan gugup

4. How to overcome in order to reduce error when speaking?

   Answer:

   Selalu berusaha agar bisa berbicara Bahasa inggris

LIST OF INTERVIEW STUDENTS

Name   : MRA

Direction   : Please answer the question based on your opinion

Please answer the question clearly

1. When you speak english, do you have speak error?

   Answer:

   Kurang jelas Ketika saya berbicara Bahasa inggris

2. Do you know when you have a speak error?

   Answer:

   Ketika saya berbicara kurang jelas dan kurang faham

3. How do you feel when you make a speak error?

   Answer:

   Grogi tidak pede

4. How to overcome in order to reduce error when speaking?

   Answer:

   Harus sering berlatih berbicara Bahasa inggris

LIST OF INTERVIEW STUDENTS

    Name   : BTP

    Direction   : Please answer the question based on your opinion

                     Please answer the question clearly

1. When you speak english, do you have speak error?

   Answer:

   Punya, karna cara ngomongnya belum lancar

2. Do you know when you have a speak error?

   Answer:

   Iya tau setiap berbicara Bahasa inggris pasti ada salahnya

3. How do you feel when you make a speak error?

   Answer:

   Rasanya takut degdegan setiap ngomong Bahasa inggris

4. How to overcome in order to reduce error when speaking?

   Answer:

   Caranya Tarik nafas

LIST OF INTERVIEW STUDENTS

Name : EA

Direction : Please answer the question based on your opinion

Please answer the question clearly

1. When you speak english, do you have speak error?

   Answer:

   Iya saya banyak kesalahan Ketika berbicara dengan Bahasa inggris

2. Do you know when you have a speak error?

   Answer:

   Ketika membaca kata-kata Bahasa inggris saya masih banyak salah

3. How do you feel when you make a speak error?

   Answer:

   Gugup, takut, dan degdegan

4. How to overcome in order to reduce error when speaking?

   Answer:

   Kita harus percaya diri dan jangan takut

LIST OF INTERVIEW TEACHER

Name : BAI

Direction : Please answer the question based on your opinion

Please answer the question clearly

1. What are the students have errors when speaking english?

   Answer:

   The students generally not being confident in speaking english the first factors the students feel say when they are speaking english and also the students afraid of making mistakes in speaking english.

2. In your opinion, what are the factors that cause students have english speaking errors?

   Answer:

   The students not being confidents with their self and also when they speak in front of they friend they feel say and have error ing english and the last the students afraid of errors in speaking in front of the class.

3. Why the students have feel anxious when speaking english in front of the class?

   Answer:

   The first factors I think they like of vocabulary and the second they feel boring about their grammar when they speak in front of they friends and then the third they are being annable to speak spontannesly because their main their mainset that I the before the first they like vocabulary, they like grammar and then they feel not spontannesly.

4. Why the students have difficulty when speaking english?

   Answer:

   You question almost same with third question the difficulty when they speak in front the classthe first they feel say and they like of confident because they like vocabulary they like grammar and I think the most

important think when we want to know the other factors that is the like a motivation.

5. What are the students have stutters when speaking english

Answer:

The stutters in speaking english because of like a confident if we want to know more the factors is they don't have enough vocabulary they don't have good grammar and then also they like of self confident and they like motivation.
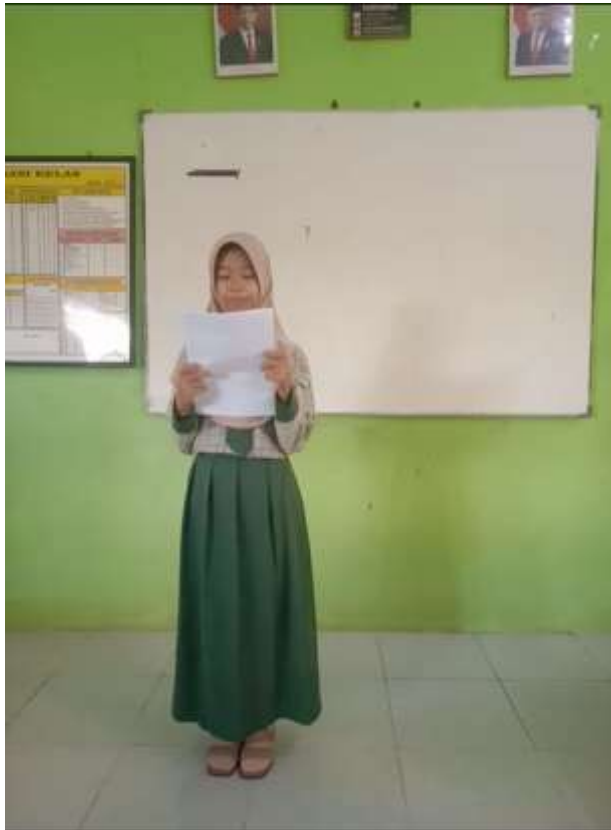
6. How are the students overcome speaking errors?

Answer:

I mean to overcome the student error I think as teacher I have to make english club creating for students and the teachers english always speak english everywhere and everytime.
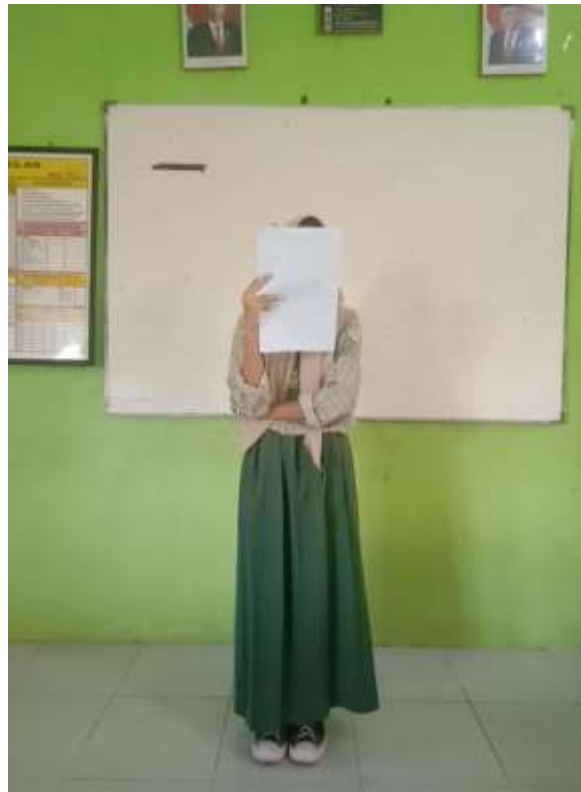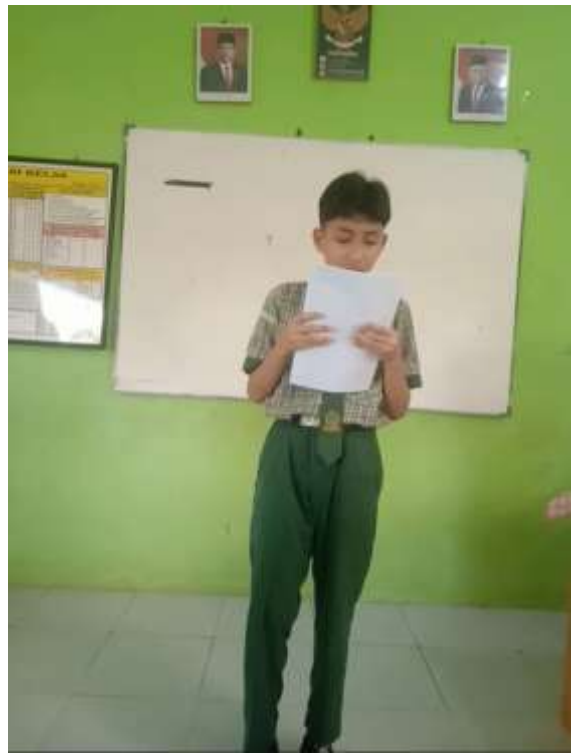
The Documentation of Obsevation

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor   : B-5303/In.28/J/TL.01/11/2023   Kepada Yth.,
Lampiran : -   UDIN, S.ag.,M.pd.I MTSN 1
Perihal   : IZIN PRASURVEY   LAMPUNG TIMUR
                                                   di-
                                                       Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**HADIYONO**
NPM	:	1901052015
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF SPEECH ERRORS ON STUDENTS SPEAKING PERFORMANCE AT MTSN 1 LAMPUNG TIMUR ACADEMIC YEAR 2023/2024

untuk melakukan prasurvey di MTSN 1 LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 November 2023
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor   : 2244/In.28.1/J/TL.00/05/2024
Lampiran   : -
Perihal   : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
Aria Septi Anggaira (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**HADIYONO**
NPM	:	1901052015
Semester	:	10 (Sepuluh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ERROR ANALYSIS ON THE STUDENTS SPEAKING PERFORMANCE AT MTSN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2023/2024

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 Mei 2024
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.
NIP198803082015031006

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Nomor   : B-2344/In.28/D.1/TL.00/05/2024
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTSN 1 LAMPUNG TIMUR
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2343/In.28/D.1/TL.01/05/2024, tanggal 21 Mei 2024 atas nama saudara:

Nama   : **HADIYONO**
NPM   : 1901052015
Semester   : 10 (Sepuluh)
Jurusan   : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MTSN 1 LAMPUNG TIMUR bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTSN 1 LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ON THE STUDENTS SPEAKING PERFORMANCE AT MTSN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2023/2024".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 21 Mei 2024
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT TUGAS
Nomor: B-2343/In.28/D.1/TL.01/05/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	HADIYONO
NPM	:	1901052015
Semester	:	10 (Sepuluh)
Jurusan	:	Tadris Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di MTSN 1 LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ON THE STUDENTS SPEAKING PERFORMANCE AT MTSN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2023/2024".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 21 Mei 2024

Mengetahui,
Pejabat Setempat

Udin, S.Ag, M.Pd.I.
NIP. 19710515 199203 1 001

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : HADIYONO   Jurusan : TBI

NPM : 1901052015   Semester : X

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa, 22 april 2024		Chapter I, II, III	
2.	Rabu, 24 aprit 2024		Chapter I, II, III	
3.	Rabu, 24 aprel 2024		Chapter I, II, III	
4	Kamis, 25 april 2024		Acc for Proposal Seminar	

Ketua Program Studi TBI

Dr. Much Deniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd
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IAIN METRO

Nama : HADIYONO

NPM : 1901052015

Jurusan : TBI

Semester : X

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 20/mei 2024		Acc for APD	

Ketua Program Studi TBI

Dr. Much Deniatur, M.Pd.B.I.
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IAIN METRO

Nama : HADIYONO   Jurusan : TBI

NPM : 1901052015   Semester : X

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	21/06 2024		Acc for Munaqosah	

Ketua Program Studi TBI

Dr. Much Deniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd
NIP. 197909292005022006

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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-544/In.28/S/U.1/OT.01/06/2024

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: HADIYONO
NPM	: 1901052015
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901052015

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 06 Juni 2024
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Mo.
NIP. 19750505 200112 1 002

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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Progrram Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa

Nama   : HADIYONO

NPM   : 1901052015

Program Studi   : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada Program Studi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, Juni 2024
Ketua Program Studi TBI

Dr. Much Deniatur, M.Pd.I
NIP. 198803082015031006

AN ERROR ANALYSIS ON THE STUDENTS SPEAKING PERFORMANCE AT MTsN 1 LAMPUNG TIMUR

by Hadiyono

Metro, 21 June 2024
Ketua Program Studi TBI

Pembimbh Deniatur, M.Pd.B.I
NIP. 198801082015031006

AN ERROR ANALYSIS ON THE STUDENTS SPEAKING
PERFORMANCE AT MTsN 1 LAMPUNG TIMUR

CURRICULUM VITAE

 Hadiyono was born in Lampung Barat 21 August 2001. He is first son of Mr. Bejo and Mrs. Purwanti, he is lives in Sidomukti Lampung Barat. He graduate in SDN 1 Bandar Agung in 2014, and he continue study in SMPN 1 Bandar Negeri Suoh in 2016 and next study in SMAN 1 Bandar Negeri Suoh and graduate in 2019. After graduate he continue to university in IAIN Metro Lampung he take major English Education Department, during college he active follow the organization as the UKM IMPAS, and Martial Arts.