AN UNDERGRADUATE THESIS

THE STUDENTS' ERRORS IN SPEECH PRODUCTION ON SPEAKING

PERFORMANCE OF THE ENGLISH EDUCATION DEPARTMENT

OF IAIN METRO

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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THE STUDENTS' ERRORS IN SPEECH PRODUCTION ON SPEAKING PERFORMANCE OF THE ENGLISH EDUCATION DEPARTMENT OF IAIN METRO

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It has been agreed so it can be continued to the Tarbiyah and Teacher Training Faculty in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikumWr. Wb.

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Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Sudah dapat kami setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikumWr. Wb.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE STUDENT'S ERRORS IN SPEECH PRODUCTION ON SPEAKING PERFORMANCE OF THE ENGLISH EDUCATION DEPARTMENT OF IAIN METRO, Written by: Rosmalita Septiana, Student Number 1801074001 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on June 15th, 2022, at 09.00-11.00.

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THE STUDENTS' ERRORS IN SPEECH PRODUCTION

ON SPEAKING PERFORMANCE

OF THE ENGLISH EDUCATION DEPARTMENT OF IAIN METRO

ABSTRACT

By:
Rosmalita Septiana

Communication skill becomes important in terms of delivering meaning in daily life through appropriate way. The competency of speaking is a part to build good communication skill. In psycholinguistics, errors in speech production can happen when the speaker do not understand the rule of target language. This research is conducted to analyze types of errors in speech production and to gain depth information about the factors of errors in speech production found on English Education Department (TBI) in IAIN Metro.

This research is qualitative research in which the researcher conducted interview with 15 English students in seventh semester to gain data in the form of audio transcription. The data were drawn from audio-recorded, observation, and documentation.

A qualitative analysis from the data research revealed that many students did errors in their speaking. Types of errors from the data has been analyzed show three types of errors: (1) silent pause 75%, (2) slip of the tongue 12%, and (3) correction 13%. The factors causing students' errors can be divided into three categories such as cognitive reason, anxiety reason, and social reason.

Keywords: error, psycholinguistics, speaking, speech

KESALAHAN PRODUKSI UJARAN

PADA PERFORMA BERBICARA SISWA

DI PROGRAM STUDI BAHASA INGGRIS IAIN METRO

ABSTRAK

Oleh:

Rosmalita Septiana

Kemampuan berkomunikasi menjadi penting dalam kaitannya dengan penyampaian makna atau pesan di kehidupan sehari-hari. Kompetensi bicara adalah bagian dalam upaya membangun kemampuan komunikasi yang baik. Dalam bahasan psikolinguistik, kesalahan dalam produksi ujaran dapat terjadi ketika penutur suatu bahasa tidak dapat memahami aturan bahasa target. Penelitian ini bertujuan untuk menganalisis dan jenis-jenis kesalahan dalam produksi ujaran dan memperoleh informasi mengenai faktor-faktor penyebab kesalahan ujaran yang ditemukan pada siswa-siswi Program Studi Tadris Bahasa Inggris (TBI) di IAIN Metro.

Penelitian ini adalah penelitian kualitatif yang mana peneliti melakukan wawancara dengan lima belas siswa-siswi program studi Bahasa Inggris semester tujuh untuk memperoleh data dalam bentuk transkripsi audio. Data penelitian diambil dari rekaman audio, observasi, dan dokumentasi.

Analisis kualitatif yang diambil dari data penelitian mengungkap bahwa banyak siswa melakukan kesalahan dalam berbicara. Jenis-jenis kesalahan tersebut yang diperoleh dari data yang telah dianalisis menunjukkan adanya tiga jenis kesalahan: (1) *silent pause* sebanyak 75%, (2) *slip of the tongue* sebanyak 12% , dan (3) *correction* sebanyak 13%. Faktor yang menyebabkan kesalahan berbicara pada siswa dibagi dalam tiga kategori seperti alasan kognitif, alasan kecemasan, dan alasan sosial.

Keywords*: kesalahan, psikolinguistik, keterampilan, berbicara, produksi, ujaran*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is originally the result of the writer's research.

In exception of certain parts which are quoted from bibliographies mentioned.

Metro, June 13, 2022

The writer

Rosmalita Septiana

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ORISINALITAS PENELITIAN

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

Metro, 13 Juni 2022

Penulis

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MOTTO

اِنَّ رَبِّيْ لَسَمِيْعُ الدُّعَاۤءِ

"Surely, Allah hears all prayers"

(QS. IBRAHIM: 39)

"Keep praying, keep hoping, keep believing, and grow a lot"

DEDICATION PAGE

This undergraduate thesis is specially dedicated to:

1. My beloved parents and sister who always support me.

2. My lecturer, Yeni Suprihatin, M.Pd who always guide me during the writing process of my undergraduate thesis.

3. My inspirational mentors Dr. Dedi Irwansyah, M.Hum, Andianto, M.Pd, Ahmad Madkur, M.Pd who always teach and share good things, amazing experience, and advice.

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First of all, I am grateful to my parents for always support and help through positive things. I am very thankful to Mrs. Yeni Suprihatin, M.Pd. Her sincere guidance for me during this undergraduate thesis writing enable me to overcome the problems I found from the beginning research writing.

Next, the greatest gratitudes are also be addressed to:

1. Dr. Hj. Siti Nurjanah, M.Ag., the Rector of State Institute of Islamic Studies (IAIN) Metro.
2. Dr. Zuhairi, M.Pd., the Dean of the Tarbiyah and Teacher Training Faculty (FTIK) IAIN Metro.
3. Andianto, M.Pd., the Head of English Education Department (TBI) IAIN Metro.
4. Sponsor and Co-Sponsor.
5. All lecturers and staff in English Education Department.

Metro, June 13 2022

Rosmalita Septiana
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CHAPTER I

INTRODUCTION

A. Background of Study

People used language to communicate in daily life, and they convey information to others.The language used can help people in delivering message and other information. Communication skill, considered as soft skill, is an important skill to have. Hence, competenceny in communicative is one of acquisitions in language learning for L2 learner.[1] It means that having competency in speaking especially in terms of communicative purpose is one of skill which they acquire during learning a language. From having good communication skill, it will help people in delivering and understanding message in conversation with others.

One example of language used is face-to-face conversation as people do in daily life communication. It is considered as basic process in using language. People usually use informal words in casual conversation. Besides, people use language to communicate with other people and share emotions, information, meaning, and ideas.[2] Therefore, language is important part in human life.

In daily life communication, people usually face problems such as difficulty to express meaning. This problems are not only found on casual

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[1] Husna Phettongkam, *"Grammatical Errors in Spoken English of Undergraduate Thai Learners in a Communicative Business English Course,"* Language Education and Acquisition Research Network Journal 10, no.1 (2017): 95.

[2] Muthmainnah, *"The Analysis Of Speech Errors Made By The Main Actors In Bad Boys I The Movie At Education Faculty Of Al Asyariah Mandar University 2014,"* Jurnal Pepatudzu 8, no.1 (2014):53.

conversation but also found on educational process in class. Students has difficulties to speak using foreign language due to complex reasons. They often felt nervous and did not confidence while speaking foreign language such as English.

In line with that, according to Clark and Clark, people tend to give attention for something called "ideal delivery" while producing speech in communication.[3] It is an ideal way or correct execution in producing sentence. It means that the speaker know and understand what they want to convey and convey it fluently. By this concept of ideal delivery, speakers should master in what language they used and know a correct way to communicate using those language rules. This attention of what and how people usually deliver message in speaking can raise speakers' nervousness.

Consequently, people usually face errors in their speech. In foreign language, errors are defined as result of lack of knowledge in language and semantic noise in communication process.[4] Errors in speech production can happen when language learners can not understand about target language rules well. As the data from preliminary survey in IAIN Metro especially in the seventh semester on Monday, 1st September 2021 showed that the researcher found problems in speaking. First, the seventh semester students of English education department had difficulty to use correct word in delivering meaning. Second, the seventh semester students of

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[3]*Ibid.*

[4] Mirjana M. Kovač, "*Speech Errors in English as Foreign Language: A Case Study of Engineering Students in Croatia,*" English Language and Literature Studies 1, no.1 (2011): 20

English education department felt nervous in speaking, hence they did error. Third, the seventh semester students of English education had mental block when they confused in speaking. The data was taken from audio of speech production of the seventh semester students answering the questions given by the researcher. The questions was simple questions about university life, especially focused in English education major.

The total errors in speech production found on the seventh semester of English students was 226 errors . The categorizations of errors in this preliminary survey were based on psycholinguistics theory from Clark and Clark. There were five types of errors that came often such as slip of tongue, silent pause, filled pause, false start and repeats. while, other data found fewer than five types before such as interjection, stutter, and correction. The data was made into chart below to make it clearer. The chart is in below:
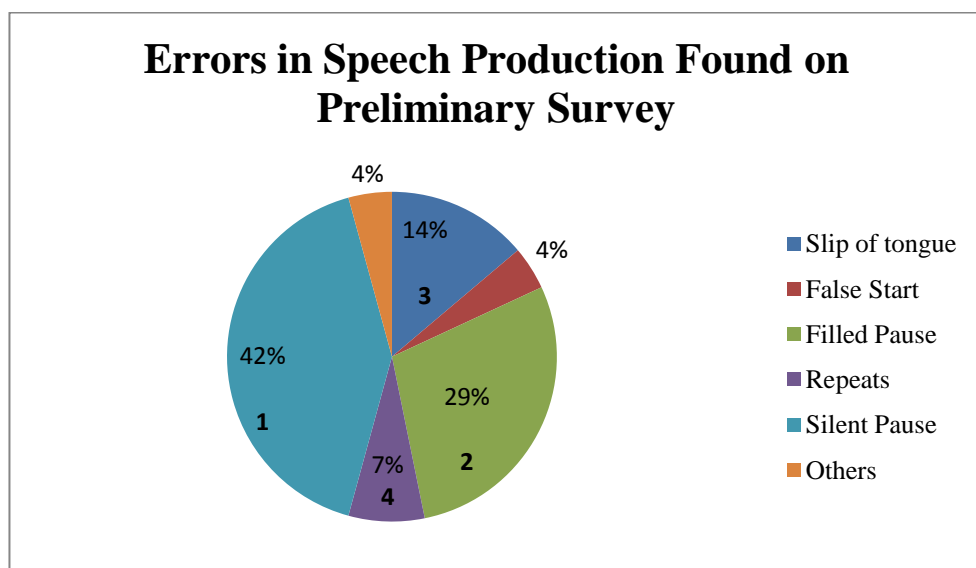
Figure 1. Pie chart of preliminary survey of errors in speech production.

The very first error type got high percentage was Silent Pause, then following with Filled Pause, Slip of Tongue, and Repeats. False start had the same percentage with others types of errors in speech production. The other data in the chart above included Interjection, Stutter, and Correction. Since errors can be happened by English education students in case of learning language especially in casual daily converstaion, it is important to make a study about this topic. Hence, the researcher wants to investigate more about types of errors in speech production found on the participants, factors behind that errors. Further, the researcher focused on errors in speech production made by English education students in IAIN Metro.

B. Problem Identification

Based on the background of study, the researcher stated the problems as follow:

1. The students of English education find difficulties to choose correct word to deliver meaning while speaking.

2. The students of English education feel nervous in speaking.

3. The students of English education have mental block in speaking.

C. Problem Limitation

The researcher focused on students' difficulty in speaking such three types of Clark and Clark's theory about speech error as silent pause, slip of the tongue, and correction of English education department of IAIN Metro.

D. Problem Formulation

Based on the explanation from background of study, here are the following problem formulations in this research:

1. What percentage are the students' errors of silent pause, slip of the tongue, and correction?

2. What are the factors of English education students' errors in speech production?

E. Objectives and Benefits of Study

1. Objectives of Study

In accordance with the problem formulation, the objectives of this research are listed below:

a. To know the percentage of the students' error in speech production such the types as silent pause, slip of the tongue, and correction.

b. To analyze the factors of students' error in speech production found on the English education students in IAIN Metro.

2. Benefits of The Study

The researcher hopes through this research, the data result can help language students and other readers in language learning process especially in knowing types of errors in speech production. The results of the research are expected to help students to be aware of their speaking skill in daily communication especially to minimalize errors in performing speaking. Hence, language learner and other readers can

have good speaking skill and good understanding about errors in speech production.

F. Prior Research

Prior research about error in speech was conducted by lecture of FKIP UNASMAN, Muthmainnah. The title of the research was*The Analysis of Speech Error made by the main actors in bad boys I the movie* at education faculty of al asy ariah mandar university 2014.[5] The research was about analysis of speech error made by the two main characters in the Bad Boys I movie. The two main characters was Mike Lowrey (Will Smith) and Marcus Burnett (Martin Lawrence). The objective of this research was to find out kind and the dominant one of speech error from the object of this research. The results were that the most dominant kind of speech error made by the two characters was silent pause where the errors in their dialogues was made intentionally or unintentionally.

The similarity between this research and my research is on the topic discussion that is error in speech using Psycholinguistics theory while the difference between the previous research and my research is in the data research. In the previous research, the data as the subject of research was movie script whereas the data as subject in my research is English education department students in IAIN Metro.Then, the data of my research will be in the form of descriptive conclusion about type of errors in speech production and the reason behind the errors of English education students in IAIN Metro.

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[5] Muthmainnah, *"The Analysis of Speech Errors".*, 53

Other previous research about errors in speech was done by Sholihah (2019) under the title The Dominant *Errors On Speech Production Commited In Speaking Class Interaction.* [6] The research was to desribe errors on speech production including errors' type and frequency, the dominant error, the differences and similarities, and the source of errorsmade by the object of research using the theory of Clark and Clark and Dulay, Burt, and James (1988), and Krashen (1982). The result of this research showed that there are errors in their speech where the most dominant speech errors of first semester was silent pause while the dominant error of the third semester students was filled pause.

The similarity between this previous research and my research is in the subject of research. English education students are the subject of my research, and it is similar to Sholihah's research before. While the difference between this previous research and my research is in the focus of data result. The previous research compared speech errors found in the first and third semester in UII, whereas in my research will focus on analyzing speech errors in the seventh semester in IAIN Metro.

Third previous research was from Mirjana M. Kovačunder the title *Speech Errors in English as Foreign Language: A Case Study of Engineering Students in Croatia*.[7] The research was to investigate frequency and distribution of errors and types of given task that affected

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[6] Akhadiyatus Sholihah, *"The Dominant Errors On Speech Production Commited In Speaking Class Interaction "*Pedagogy Journal of English Language Teaching 7, no. 2 (2019): 136.

[7]Mirjana M. Kovač, *"Speech Errors in English".,* 20.

students' errors. The result was that the morphological errors became the dominant errors made by the participants of the research. The similarity between previous research with my research is in the topic of research that is errors in speech. The difference between this previous research with my research is in the participants of the research, where the participants from previous research was Engineering students in Croatia, whereas the participants of my research is English education students in IAIN Metro, Indonesia. The participants in my research is expected can give information about what types of errors in speech production found on English students.

From those previous research, my research comes with same discussion that is about errors analysis especially in speech production. The participants are English education students in IAIN Metro, especially the seventh semester students. I will analyze the errors made by English students who use English as their used language together with Indonesian language in terms of educational process in campus.

CHAPTER II

THEORETICAL REVIEW

A. Language in Psycholinguistics

Language helps people to communicate with other people for so many beneficial reason. It has been one of subject field for study regarding the importance of language itself for human and the development of language rules. In describing language, there are several aspect of language that have special names in the study of language that is linguistics such as Phonetics (the study of sounds), Phonology (the study of how sounds are used in language), Morphology (the study of words and their formation), Syntax (the study of the order of word used in language), pragmatics (the study of the use of language), and Semantics (the study of the meaning of words).[8] Those aspects of language make us easier to learn about linguistics because it is already divided into several useful definitions.

Further, there are some types of linguistics study based on different topic discussion. One of them is psycholinguistics. Psycholinguistics has roots in two disciplines study of psychology and linguistics.[9] Hence, psycholinguistics is the study about relationship between language and human mind. It means that psycholinguistics is a subject in linguistics that focus on the relationship between language used and internal aspect that is human mind. One ofthe discussions in psycholinguistics is about

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[8]Trevor A. Harley, *The Psychology Of Language From Data to Theory, Second Edition* (East Sussex: Psychology Press Ltd, 2001), 4.
[9]*Ibid.*, 11

howhuman mind shapes communication.[10] In result, psycholinguistics are interested in explaining information about how language is organized in human's brain. There are three major steps of language production;first is to decide what to express (conceptualization), second is to set how to express it (formulation), and third is to express it (articulation).[11]

There are four characteristics of language in psycholinguistics:[12]

1. Language is voluntary. It is means that language is concious process under individual control.

2. Language is systematic. Language is full of set called rules for example grammatical rules.

3. Language is symbolic. It means the connection of something out of the language itself with the meaning. In other word, language has something that people know in common to delivering certain message. For example traffic lights contain different meaning in each of colours.

4. Language is performed in two different modalities : speech and writing. Reading and writing are English skills that is learned because of the acquisition of listening and speaking skills.

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[10]John Field,*Psycholinguistics* (London: Routledge, 2003), 2.
[11]Zenzi M. Griffin and Victor S. Ferreira, "Properties of Spoken Language Production," in *Handbook of Psycholinguistics, second edition*, Matthew J. Traxler and Morton A. Gernsbacher (USA: Elsevier Inc, 2006), 21.
[12]*Ibid.*, 5.

B. Speech Production

1. Definition

Speech production is a process including speech gestures which is part of words in delivering something.[13] This process have a purpose to observe speech movements in producing parts of words or larger than it such as phrases or sentences. Hence, speech production can be defined as having intentions to express message through lexical items. Then, the lexical items will be produced by human in their communication. On the other hand, it can be concluded that speech production is a process to utter articulated sounds, word, or larger than it in order to generate meaningful speech.

2. Errors and Mistakes

Errors of speech production still can be found in conversation even when speaker speaks to formulate plans.Speech error can be defined as unsuccessful speech in daily spoken language used in communication.[14]However, it is important to distinguish between mistakes and errors. 'Error' is considered as sistematic errors that occurs in L2 learning process while 'mistake' is considered as non-systematic errors that occurs in person's native language, and it does not affect process of language learning.[15]Further, a mistake is

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[13] Adamantios Gafos and Pascal van Lieshout, *"Editorial: Models and Theories of Speech Production,"* Journal Frontiers in Psychology 11 (2020):1.

[14] Qi Zhu and Binhe Liu, *"A Study of Categorization and Causes of Speech Errors,"* Teacher Education and Curriculum Studies 3, No.1 (2018):2.

[15] Sari Hidayati, *"Error Analysis on a Short Speech: a Case of an ESL Indonesian Learner,"* Journal of English Culture, Language, Literature, and Education 5, No. 1 (2011): 1

performance of errors where the speaker can not utilize a known system correctly.[16] It means speakers know the correct system but they fail to use it. In contrast, an error is deviation of speaker that show a portion of speaker's competence.[17]

In spoken language, human produce and arrange words into sentence that brings message to convey. Input and output of human daily speech production is full of mismathces. Hence, natural and daily speech is far from perfect.[18]Mismatches of human spoken language production contains errors which is named error in speech production. This error is an incompatibility between what we want to say and what we actually say. People think about what they want to convey through speaking process in their mind. This process includes planning where to start, what words to use and what words not to use, and how to deliver it. [19]Making error becomes inevitable part of learning.[20]This suggests that it is impossible to learn a language without making errors.Speakers make mistakes and errors sometimes, but they also succeed in expressing their meaning much of the time despite the complexity of speech production. Hence, speaker can monitor their own speech production to fix mistakes after they happen

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[16] H. Douglas Brown, *Principles of Language Learning and Teaching, Fifth Edition* (New York: Pearson Education, Inc, 2007), 257.

[17]*Ibid.,* 258.

[18] Trevor A. Harley, *"Speech Error: Psycholinguistics approach."* Invited entry in K.Brown (Ed), The Encylopaedia of Language and Linguistics, second edition, vol. 11: pp.739-744 (Oxford: Elsevier, 2006), 2.

[19] Muthmainnah, *"The Analysis Of Speech Errors".,* 55.

[20] Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982),138.

or known as self-repair, but they also deploy internal nervousness from creating errors in the output.

3. Source of Errors

The sources of speech errors are divided into some categories such as interlingual and intralingual transfer.[21]Further explanations are listed below:

a. Interlingual transfer.

One source of errors among learners is interlingual transfer. Learners' mother tongue might generate these errors.[22] It means that before students know and be familiar with rules of second or target language, they use linguistics system from their first language or their mother tongue.

b. Intralingual Transfer.

This source of errors is within the target language itself. It means that when learners acquire target language rules they tend to overgeneralization within the target language. For example in such utterances like "Does she will come?"

4. Types of error in speech production

Types of errors are divided into some categories and based on different experts's opinion. Errors in speech production theory from psycholinguistics point of view come from Clark and Clark. The theory is about nine types of common errors in speech made by people

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[21] H. Douglas Brown, *Principle of Language.,* 263
[22]*Ibid.*

in communication. Those nine types are repeats, silent pause, filled pause, stutters, corrections, slip of tongue, false start (retraced), false start (unretraced), and interjections.[23]Further explanations about Clark and Clark theory of errors are below:

a. Repeats

According to Clark and Clark (1997) as cited by Muthmainnah (2014) Repeats are repetition that is found in speaking where speaker repeats one or more words in a row.[24] This type of errors could be happen when someone speak spontaneously and fast. Symbol of repeats is [/]. The examples of repeats are in the table below:

Table 1. Examples of Repeats

Target	Error
Please open the window!	Please open the/the window!
Don't forget to bring your book	Don't forget to bring your/your book
Could you put the paper here?	Could you/you put the paper here?
She wants to watch the movie	She wants to watch/watch the movie
I just put my handphone there	I just put my/my handphone there

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[23] Muthmainnah, *"The Analysis of Speech Errors"*., 55

[24]*Ibid*., 56

b. Silent pause

This kind of errors is when there is a pause between words in speaking. According to Clark and Clark in Muthmainnah, a silent pause is period of no speech or communication in talking and there is such pausing in words speed of talking.[25] When someone did silent pause in speaking, he or she just stayed silent. Symbol of silent pause is [//]. The examples of silent pause are in the table below:

Table 2. Examples of Silent Pause

Target	Error
Please open the window!	Please open the // window!
Follow the path!	Follow the // path!
Please kindly share the information	Please kindly share // the information
When will you come to the party?	When will you // come to the party?
Don't bring any food to the library	Don't bring any // food to the library

c. Filled pause

Similar to the previous type of error, a filled pause is a gap found in speaking. Filled gap is a gap in speaking filled by er, uh, mm, and ah. Symbol of a filled pause is [,,,,,,,]. The examples of filled pause are in the table below:

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[25]*Ibid.,* 55

Table 3. Examples of Filled Pause

Target	Error
Please open the window!	Please open, mm, the window
I am going to market	I am going to, mm, market
I will look for any other sources like google or explanation videos on youtube.	I will look for any other sources like, aa, google or explanation videos on youtube.
The class will start this morning at 7.30	The class will start, mm, this morning at 7.30
I really recommend this book	I really recommend, uh, this book

d. Stutters

Stutters mean speak the same sound or syllable rapidly. People who stutter speak the same sound/ letter/syllable for many times before they speak certain words which will be said next. Symbol of stutter is [- - -]. The examples of stutters are in the table below:

Table 4. Examples of Stutters

Target	Error
Please open the door!	Please open the d-d-d-door!
Do you come to the cinema?	Do you come to the ci-ci-cinema?
I really recommend this book	I really recommend this b-b-book
How could you find this place?	How could you fi-fi-find this place?

My handphone doesn't work	M-m-my handphone doesn't work

e. Slip of tongue

Slip of tongue is error in sound, word parts, words, and sentence structures. Further, high occurance types of slip of the tongue are in three level such as phoneme, morpheme, and word.[26] The examples of slip of tongue are in the table below:

Table 5. Examples of Slip of Tongue

Type	Target	Error
Error in phoneme	Block of flats	Flock of bats
Error in morpheme	They watch a movie	They watches a movie
	I have a cat	I have a crat
Error in word	Pass the pepper!	Pass the salt!
	Find me a book!	Find me a sheet!
	What is in your bag?	What is in your pocket?

f. Corrections

Correction is similar to false start, but what make this type of errors different is in correction it contains an explicit correction.[27] The correction are such as I mean, that is, well,etc. Symbol of

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[26] Qi Zhu and Binhe Liu, *"A Study of Categorization".*,2
[27] Akhadiyatus Sholihah, *"The Dominant Error".,* 137

corrections is [-]. The examples of corrections in sentence are in the table below:

Table 6. Examples of Correction

Target	Error
Please open the door!	Please open window- I mean the door!
I will finish the task immediately	I will finish the task immediately- well, in a few minutes
Pass the pepper, please!	Pass the salt, oh sorry I mean the pepper!
My handphone doesn't work	My laptop, I mean my handphone doesn't work
I bring your book	I bring your bag, oh your book

g. False start (retraced)

False start (retraced) is a sort of error in which the speaker corrects a word while also repeating one or more words before the correct ones. When someone realized that he or she made error in speech production, they make correction in order to make it correct. Symbol of false start (retraced) is [\]. The examples of false start (retraced) are in the table below:

Table 7. Examples of False Start (retraced)

Target	Error
Turn on the heater switch	Turn on the stove \ the heater switch
I cook using my microwave	I cook using the oven \ my microwave
Pass the pepper	Pass the salt \ the pepper
Could you lend me your sandal?	Could you lend me your shoes \ your sandal?
I saw you and your older sister	I saw you and your older brother \ your older sister

h. False start (unretraced)

False start (unretraced) is correction of a word in speaking. In this type of errors, speakers do not repeat same word before the corrected one, but they keep on speaking next word without repeating wrong word. Symbol of false start is [\\]. The examples of false start (unretraced) are in the table below:

Table 8. Examples of False Start (unretraced)

Target	Error
Could you lend me your pen?	Could you lend me your pencil \\ pen?
Let's go to the market!	Let's go to the park \\ market!
I like chocolate cake	I like caramel \\ chocolate cake
She doesn't have an earphone	She doesn't have handphone \\ earphone

He gives me beautiful white clothes	He gives me beautiful pink \\ white clothes

i. Interjections

Interjection is also known as hesitation pauses. It is because the speakers need time to think about what they want to say next. The interjection in speaking illustrated the reason behind about why the speakers stop in the middle of speaking. The interjections are such as oh, ah, well, and say. The examples of interjection in sentence are in the table below:

Table 9. Examples of Interjections

Target	Error
Do you like banana?	Do you like, oh, banana?
I forget to reply the text	I forget to reply, ah, the text
I saw you and your older sister	I saw you and, oh, your older sister
I want to tell you something	I want to, ah, tell you something
Pour the milk after corn syrup	Pour the milk after, ah, corn syrup

C. The Concepts of Speaking

1. Definition of speaking

Speaking refers to speech production which is a part of daily activities.[28] It means that people speak in order to deliver certain messages to others. Further, speaking refers to a process that involves two basic forms of activity: planning and execution. Before speakers speak, they thinks about what they want to say, then puts their plan into action by saying it. While implementing what they have planned moments, they were planning what to say next. According to Fauziati as cited by Sholihah, speaking is instrumental act.[29] People endeavor to communicate information and and transfer ideas between speaker and listener when they speak. Furthermore, speaking is a process that involves the use of verbal and nonverbal symbols in a variety of circumtances to create and share meaning.[30] To avoid misunderstandings, the speaker tries to construct correct utterances. As a result, the speaker tries to follow the rules of language.

Speaking is also defined as productive skill.[31] It means that speaking skills develop when people use it in communicative

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[28] Akhyak and Anik Indramawan, *"Improving The Students' English Speaking Competence through Storytelling (Study in Pangeran Diponegoro Islamic College (STAI) of Nganjuk, East Java, Indonesia),"* International Journal of Language and Literature 1, no.2 (2013): 19

[29] Akhadiyatus Sholihah, *"The Dominant Error".,* 137

[30] Ilham, Moh. Fauzi Bafadal, and Muslimin, *"The An Analysis of Students' Speaking Ability on Specific Purpose of Learning,"* Linguistics and English Language Teaching Journal 7, no.1 (2019): 33.

[31] Adnan Oflaz, *"The Effect of Anxiety, Shyness and Language Learning Strategies on Speaking Skills and Academic Achievement,"* European Journal of Educational Research 8, no.4 (2019): 999.

situations. In line with that, speaking skill become a productive skill which need practice. Therefore, in language learning, speaking skill is important thing of curriculum and necessary object of assessment.[32] It is defined that learning language actively through speaking becomes natural way to learn new languages.[33] It means that speaking skill can give opportunity for practical usage in learning new languages. Beside that, there are some points to know in order to produce a good speech such as vocabulary, grammar, content, fluency, and perfomance.[34]

2. Assessing Speaking

Assessing speaking can be done by several ways. The kind of test or activity in assessing speaking can be based on the need of teacher, lecturer, or someone in doing research. One example to assess speaking is responsive speaking with question and answer.[35] This activity involves brief interaction. The given questions can vary from simple and daily question to complex questions. The given questions tend to be authentic referential questions from examiner, in this case can be teacher, lecturer, or researcher. Reason of conducting assessment of speaking such as question and asnwer is important.[36]

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[32]Mildan Arsdan Fidinillah, *"Issues In Teaching Speaking In Bilingual Class,"* Journal of English Language Teaching 3, no.1 (2018): 23.

[33] Shafaat Hussain, *"Teaching Speaking Skills in Communication Classroom,"* International Journal of Media, Journalism, and Mass Communications (IJMJMC) 3, no. 3 (2017): 15.

[34]Akhyak and Anik Indramawan, *"Improving The Students' English Speaking".,* 19.

[35] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*(New York: Pearson Education, Inc, 2004): 159

[36]*Ibid.,* 160

The examiner need to know the purpose of the activity they do. The purpose can be simply to gain language string of test-taker.

Further, giving questions to language learners can increase interaction in order to help students in speaking ability and expressing themselves.[37]It means that question and answer situation can be a good way to promote students' speaking skill, and it can also be used to access students' speaking. In line with that, teacher or researcher in educational field can measure students' speaking through interaction of students both in class or in daily use of language. There are two types of questions based on the purpose behind: display and referential.[38]

a. Display question is question where teachers already know the answer.[39] Teacher or researcher who give this type of question ask just to see if students know the answer or not. The examples of display questions are in the table below:

Table 10. Example of Display Question

No	Display questions
1	What is the similarity of good in English?
2	How to spell the word 'courage'?
3	What are the example of traditional food from Indonesia?

[37] Mona Yousef Al-Zahrani and Abdullah Al-Bargi, *"The Impact of Teacher Questioning on Creating Interaction in EFL: A Discourse Analysis,"* English Language Teaching 10, no. 6 (2017): 136

[38]*Ibid.*, 138

[39] Ayu Erianti, Erwin Akib, and Farisha Andi Baso, *"An Analysis of Teachers' Questioning Strategies in ELT (English Language Teaching) The Classroom Interaction at Eleventh Grade SMA Muhammadiyah 1 UNISMUH Makassar,"* Exposure Journal 7, no.1 (2018): 61.

4	What is the function of dictionary?
5	What is the opposite meaning of careless in English?
6	When does the sun set?
7	Who is the president of Indonesia now?
8	How to write an email?
9	Where do we buy fresh vegetables?
10	What is the meaning of brave in bahasa Indonesia?

b. Referential question is type of question that teacher or researcher who give the question do not know the answer.[40] It means that referential question refers to questions to seek for information. Referential question can give more authentic communication with more complex language used.[41] The difference between display and referential question is the answer of each question. In other word, the use of display question can elicit short responses while referential question can elicit lengthy and complex responses.Further, the reason of using certain type of question is according to the need of teachers or researchers about what they seek for or what information they want to gain. Further, the reason of using referential question is because teacher or researcher need

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[40]*Ibid.*
[41] Brenda M. Wright, *"Display and Referential Questions: Effects on Students Responses,"* Nordic Journal of English Studies 15, no.4 (2016):165

to know about some information from students while the reason of using display question is because teacher or researcher need to check students understanding and invite students' interest curiosity in certain topic. The examples of referential questions are in the table below.

Table 11. Example of Referential Questions

No	Referential questions
1	What do you think about English as foreign language?
2	How do you response to someone asking for help?
3	When do you prefer to learn?
4	What is your opinion about globalization?
5	What if you can be activist of UNICEF . what do you to give positive impact to others?
6	Could you describe about English language teaching and learning during pandemic?
7	Where is the best place to held educational exhibition?
8	Could you explain about Indonesia in three word?
9	What do you want to do in order to promote Indonesian heritage?
10	Who is your favourite book writer?

CHAPTER III

RESEARCH METHOD

A. Type and Characteristics of Research

The qualitative technique was used in this research. Qualitative research or study is an investigation into and understanding of the meaning of individuals or group in relation to a social or human issue.[42]It means that qualitative research is defined as a study in which the researcher collects data (non-numerical data) in order to better understand an issue, opinion, or other aspect of society. Qualitative research is also defined as process of research starting from philosophical assumptions, to interpretive lens, and then next to the procedures involved in studying human or social problems.[43]

Further, this research adopted descriptive method. The descriptive research method is a type of research that focuses on what something has happened rather than how something has happened.[44]As a result, the goal of this research is to explain a phenomenon and its characteristics. In this descriptive research, data was collected qualitatively.

As a scientitif research, qualitative research shares characteristic that is to understand given research problem or topic from local population's

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[42]John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, third edition* (California: SAGE Publication, Inc, 2009), 4.

[43] John W. Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (California: SAGE Publication, Inc, 2013), 44.

[44] Hossein Nassaji, *"Qualitative and Descriptive Research: Data Type versus Data Analysis,"* Language Teaching Research 19, no.2 (2015): 129.

perspective involved.[45] Another characteristic of qualitative research is in the result of qualitative research which has flexible structure. The flexibilities of qualitative research are in some aspects of qualitative research for example the addition, exclusion, and also in interview questions. Further, in interview, participants' responses also affect the next questions asked by the researcher such as in how and which the next questions will be asked.

B. Data Source

The data in this research was collected from audio recording of English education students in IAIN Metro in academic year 2021/2022. The audio recording contained conversation including questions and answer with the participants of this research. The participants are the seventh semester students. The number participants of observed data are 15 students. The researcher use code to replace the name of participants in order to protect the anonymity. The researcher chose English education department students because it relates to type of sampling method that is purposive sampling. Purposive sampling is one of sampling strategies in qualitative research where groups partisipants are selected by researcher according to preselected criteria relevant to particular research question.[46] Further, purposive sampling is conducted in order to choose participants of

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[45] Natasha Mack et al., *Qualitative Research Methods: A Data Collector's Field Guide* (North Carolina: Family Health International, 2005), 1.

[46]*Ibid.*, 5.

a research with specific purpose.[47] Hence, English education students was selected because of preselected criteria that is students that use English actively and have knowledge about English. The researcher chose seventh semester students because they are expected to have good speaking skill after completing speaking class from first until fourth semester. The researcher used data source both primary and secondary data. Here are the description about primary and secondary data which will be used in this research:

1. Primary data

   According to Ranjit Kumar in his book, primary data source is an information gathered using first approaches.[48] It means that, the researcher need to collect required data or information about participants of the research that relates to researched variable. In this research, the primary data was taken from conversation in the form of audio recording of the seventh semester students of English education department. The audio containing error was be subject in this research. The object of the research is speech error produced by seventh semester of English education students.

2. Secondary data

   According to Ranjit Kumar in his book, secondary data sources is data that gathered using second approach. In other word, secondary

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[47]Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education, Fifth Edition* (London: RoutledgeFalmer, 2000), 103.

[48] Ranjit Kumar, *Research Methodology: A Step-By-Step Guide For Beginners, Third Edition* (London: Sage Publication Ltd, 2011), 132.

data is data or information that is already available and simply has to be extracted by the researcher. To supplement primary data, secondary data was gathered from a variety of books and literature on errors in speech production and research methodology to support primary data.

C. Technique of Data Collecting

Techniques of data collecting used in this research were observation, interview, and documentation. Further explanations of data collecting techniques are listed below:

1. Observation

    One of the purpose of doing observation is to enter and also understand situation that is being described by researchers.[49] The observation in this research was conducted by recording audio that contains conversation between researcher and English education students. the conversation used referential questions. After observing the audio recording, then the researcher make transcription in order to gain data to analyze.

2. Interview

    Other technique of data collecting was interview. The type of interview was in-depth interview. The purpose is to gain depth and meaningful information from the participants in this research.The data for this research was in the form of English education students' speech production with incorrect or error utterances, as transcribed from their

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[49] Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods.,* 305.

audio recordings, and information gathered through interviews with participants. The steps of data collecting technique in this reasearch are listed as follow:

1. Collecting data source from conversation in form of audio recording of English education students.

2. Typing the transcription from the audio.

3. Observing data from English education students' audio.

4. Analyzing and interpreting data to answer research questions.

5. Interviewing the participants to get information about factors behind students' errors in speech production

6. Drawing conclusions from the result of the research.

3. Documentation

According to Arikunto, documentation is an action in order to get data about case or variable as note, book, magazine, transcript, etc.[50] The researcher managed the data from participants' audio to be analyzed.

D. Technique of Data Validity

The depth, honesty, richness, and scope of data obtained, the participants approached in this research, the level of triangulation, and the objectivity of the researcher are all factors that contribute to the validity of qualitative research.[51] Hammersly stated that validity in qualitative

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[50] Arikunto, Prosedur Penelitian Suatu Pendekatan Praktek (Jakarta: RinekaCipta, 1990), 321.

[51] Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods., 106.*

research substitutes certainty with confidence in the researchers' findings, and research statements or reports should only be representations of reality rather than reproductions of it.[52] The kind of validity which will be used in this research is descriptive validity. It is from Maxwell's argumentation about kind of validity in qualitative methods. Descriptive validity here is actual accuracy of the report of research which is not made up, selective, or disorted. This statement is similar to Blumenfeld-Jones's notion about truth in research. It means that, the result of research is what actually happened.[53]

E. Technique of Data Analysis

Technique of data analysis used in this research consisted of three flow activities such as data reduction, data display, and conclusion andverification.[54] The researcher did three acivities of data analysis to analyze data from the participants.

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[52]*Ibid.,* 107

[53]*Ibid.*

[54] Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis : An Expanded Sourcebook, second edition* (California: SAGE Publication, Ltd, 1994), 10.
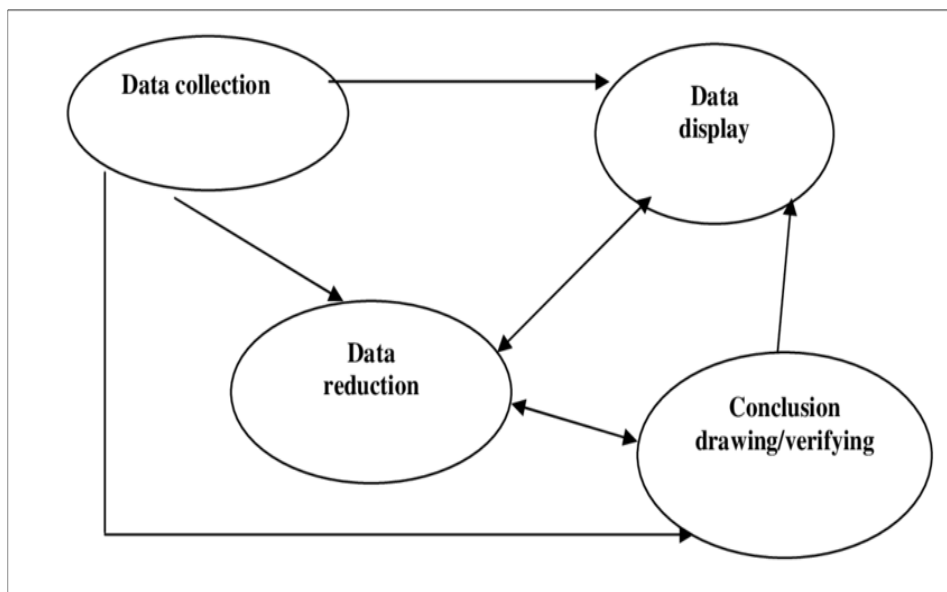
Figure 2. Data Analysis Miles and Huberman. Source: researchgate.net

Further explanation of each activities are listed below.

1. Data reduction

Data reduction means the selecting, reducing, abstacting, and changing data study from written-up field notes or transcriptions. Data reduction is part of analysis process in qualitative that sorts, sharpens, focuses, and organizes data. The researcher, in this research, conducted data reduction after getting data primary from participants in the form of audio transcription. Further, the researcher made a summary or memo related to data to be analyzed. This activity will lead to new ideas on what should be done later in data display. The data then was reduced and transformed through being classified intothree types of error from Clark and Clark such as silent pause, slip of the tongue, and correction.

2. Data display

    The second activity of analysis is data display. This activity means to make a display in order to understand the data easier. In this research, the researcher made display or organized information that will be more helpful to analyze complex data. The researcher designedan organized information into immediately accessible such as deciding which data should be entered the matrix of errors in speech production categories. Further, the researcher entered the data using depth data reduction.

3. Conclusion and Verification

    The third activity of analysis is conclusion or verification. After doing data reduction and data display, the researcher conducted conclusion in order to do preliminary conclusion. It means that the researcher still can add more information if there is additional information to be entered into matrix of data display.

The detailed steps of data analysis technique in this research are explained below:

a. The researcher made transcription of audio recording of English education students in IAIN Metro.

b. Then the researcher will conduct data reduction to reduce data in order to help analysis. The researcher observed and take a note related to type of errors in speech production that have been classified before.

c. The researcher conducted data display in form of selective and simplified data using matrices based on types of errors in speech production from Clark and Clark.

d. The fourth step is conclusion and verification. It means the researcher conducted preliminary conclusion to check if there is additional information to be entered into data matrix or not.

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

1. History of State Islamic Institute (IAIN) of Metro

State Islamic Institute of Metro (IAIN) is a campus in Metro which previously was known as STAIN Jurai Siwo Metro. It was established on April 23-25, 1997. The establishment of STAIN Jurai Siwo was based on the letter from the President of the Republic of Indonesia No. 11 of 1997.The change of this status was based on Presidential Regulation No. 71 on August 1, 2016. The historical background of IAIN Metro is inseparable from IAIN Raden Intan Lampung which has changed the status to UIN Raden Intan Lampung (UIN RIL).

Short description about the establishment of IAIN Raden Intan Lampung was from the efforts of religious figures which were incorporated in Lampung Islamic Welfare Foundation (YKIL). YKIL was founded by RD. Muhammad Sayyid in 1961. In the discussion of YKIL, it was discussed to build two faculties, namely Tarbiyah faculty and Sharia faculty. The location of this faculties was in Tanjung Karang, the capital city of Lampung province. Further, the third faculty which named Ushuludin faculty was available in 1965. The Ushuludin faculty was established as a requirement to build STAIN Al-Jami'ah in Lampung.

Furthermore, the establishment of STAIN Al-Jami'ah has changed in the year of 1993 to STAIN Raden Intan Lampung. It was because the change of capital name of Lampung province from Tanjung Karang to Bandar Lampung. Hence, the name of STAIN Al-Jami'ah was also changed to STAIN Raden Intan Bandar Lampung. After that, the people of Metro, one of city in Lampung province, asked for the establishment of Tarbiyah faculty and Sharia faculty in Metro city.

The history of establishment of campus in Metro city was from handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996 on August 1, 1996 about settlement of Institutional Faculties STAIN. Then, the name of STAIN was STAIN Jurai Siwo Metro considering the "Nine Balancing Clans" in Metro city. The campus is located at Ki Hajar Dewantara street 15 A, Metro Timur. Currently, STAIN Jurai Siwo that is known as IAIN Metro, has four faculties which are divided into two campus. The faculties are Tarbiyah and Teacher Training Faculty, Sharia Faculty, Economic and Business Faculty, and Islamic Announcement and Communication Faculty. The second campus is located close to the first campus at Ki Hajar Dewantara street 15 A, Batanghari, Lampung Timur.

IAIN Metro has facilities that owned by IAIN Metro. The facilities are aimed to support teaching and learning process. Further, the facilities can be used for all the students, lectures, and academic staff. The facilities are classroom, computer laboratory, language laboratory,

micro teaching laboratory, mosque, library, students committee office, canteen, futsal field.

2. Profile of English Education Department of IAIN Metro

English Education Department (TBI) was established in 2007. This department is one of department in Tarbiyah and Teacher Training Faculty (FTIK). The aims of TBI are to produce graduates who are knowledgeable and qualified in teaching English.

Vision of English Education Department (TBI) is to make English study programs highly qualified in educational insight and knowledge of English and literature based on faith and insan, moral and ethical values. Then, mission of English Education Department is to create an English language education program in both high quality and beneficial for Indonesian people to meet the needs of real world of work in the field of education and non-education at the national and international levels. Further, the aim or goal of English Education Department is to produce graduates who are knowledgeable, skilled, and qualified in teaching English and/or carrying out non-educational task: secretarial and banking in order to fulfill the world of work both at the domestic and foreign levels.

B. Discussion of the Research

The researcher conducted research in IAIN Metro on December 2021. The data were obtained through interview with the seventh semester students of English education department of IAIN Metro as the

partisipants in this research. The interview between the researcher and the partisipants was about their learning process during pandemic covid-19. The types of errors found by the researcher were three types: (1) Silent Pause, (2) Slip of The Tongue, (3) Correction. The data are shown in a graphic described the errors in speech production made by the English students. The data are shown through a graphic compiled from interview and a table containing percentages of errors in speech production made by English students as the partisipants.

1. **Types of Errors in Speech Production**

   a. **Silent Pause**

   The researcher found that the participants did silent pause that classified as error in speech production. The participants did pause while speaking and they try to complete their sentence. For instance, silent pause had been examined that both native and non-native speakers did pauses in speaking as well.[55] The data of silent pause made by English students are classified into three types to help the researcher in analyzing the data. The types of errors are namely silent pause Within Phrase (WP), Between Phrase (BP), and Between Clause (BC).[56] Through the following graphic, the

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[55] Lamia Deareni, Sri Minda Murni, and Siti Aisyah Ginting, *"Speech Pauses Used by Male and Female Students in English Oral Examination,"* Proceeding of The 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL) presented on 2019, 340.

[56] Danielle Duez, *"Silent Pause and Non-Silent Pause in Three Speech Styles,"* French National Centre for Scientific Research: Language and Speech 25, no.1 (2016): 13.

researcher describes the frequency of silent pause made by students.
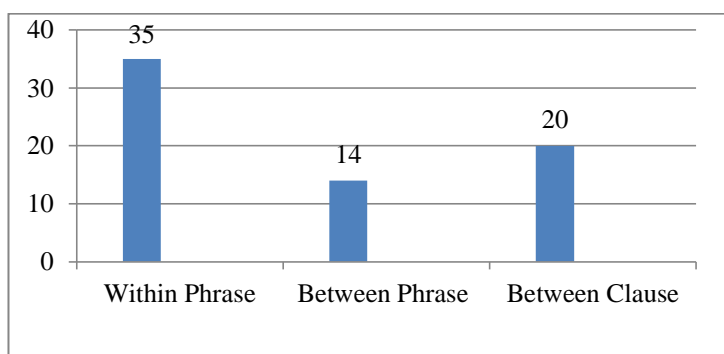
Figure 3. Frequency of silent pause

From the graphic, among the three types of silent pause, the participants did silent pause within phrase the most. Then, the following types that participants did commonly was silent pause between clause. It was shown while interview with the participants that the participants generally had silent moment for a while. Furthermore, silent pause, between phrase was on the third place after the two types of silent pause before. In this regard of this matter, some participants expressed examples of silent pause during interview process, like:

Error : "*I get struggle while learning online // during pandemic*" (S1).

Target : "*I get struggle while learning online during pandemic*."

Error : "*In group I'm not // confident with my friend*.." (S2)

Target : "*In group, I'm not confident with my friend.*"

Error   : *"That's will be the problem, and the // next are the stress that we have to be in our room for a whole day, right?"* (S6)

Target : *"That's will be the problem, and the next are the stress that we have to be in our room for a whole day, right?"*

Error   : *"Ok, sometimes I'm difficult to understand // the materials present by lecturer."* (S8)

Target : *"Ok, sometimes I'm difficult to understand the materials presented by lecturer."*

b. Slip of The Tongue

The researcher found slip of the tongue while doing interview. Some participants did Slip of The Tongue without realizing that they had errors in speaking. In line with that, errors in speech production may occur because a student does not know the correct way to express idea in target language, therefore it cannot be self-corrected.[57] The data of slip of the tongue made by English students are classified into three different level for example in Phoneme Level (PL), Morpheme Level (ML), and Word Level (WL).[58] The researcher describe the data research trough the following graphic of slip of the tongue made by the partisipants.

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[57] Moh. Ali Imron Mustafa and Enni Akhmad, *"Indetifying The Slip Of Tongue In EFL Classroom: One Error That Blocked Students' Fluency In Speaking,"* Journal al-Lisan 3, no.2 (2018): 48.

[58] Qi Zhu and Binhe Liu, *"A Study of Categorization".,* 1-5.
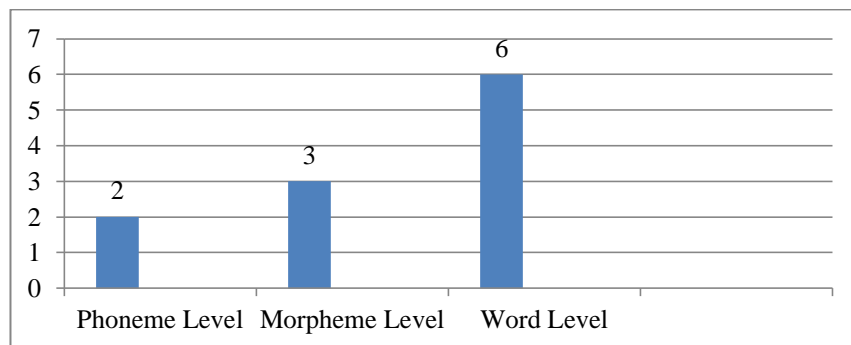
Figure 4. Frequency of Slip of The Tongue

From the graphic, the researcher found slip of the tongue as error in speech production during interview. The frequency of slip of the tongue was not as much as silent pause. The most common type of slip of the tongue uttered by the participants was slip of the tongue in word level. The participants said wrong target word in English conversation. For instance in this matter, Freud as cited in Mustofa (2018), stated a similar view that misspeaks of somebody is defined as an accidental expression of expressed thought or feeling.[59] The expression of slip of the tongue shown by some participants, such as:

Error   : "*We can aaa, get the aa, <u>solve? Problem solve?</u>"* (S1)

Target : "*We can get problem solving.*"

Error   : "*We need to have lots aa, data plan and then <u>strong*

     *signal</u>. *" (S10)

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[59] Moh. Ali Imron Mustafa and Enni Akhmad, "*Indetifying The Slip Of Tongue*"., 48

Target : "*We need to have a lot of data plan and high speed*

      signal"

Error : "*I think individually is better option ya, because it is*

      difficult to meet each other <u>indirectly.</u>" (S15)

Target : "*I think individually is better option ya, because it is*

      difficult to meet each other directly."

c. Correction

The researcher found correction as error in speech production type made by English students. Then, the researcher classified into four different types regarding purpose of the correction itself. The types are Reference Editing (RE), Nuance Editing (NE), Mistake Editing (ME), and Claim Editing (CE).[60] The researcher describes the data research throgh the following graphic of correction made by the partisipants.


Figure 5. Frequency of correction

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[60] Clark and Clark, *Psychology and Language* (New York: Harcourt Brace Jovanovich, Inc, 1977),

Correction in speaking could happen when a speaker utter incorrect word to deliver his/her idea. In this type of error, a speaker could correct his/her error by saying certain word such as "sorry", "I mean", "well" etc. In line with that, it could be define that students can be aware of their error so they can correct their error.[61] The researcher found three types of correction from the interview. Correction for claim editing was the most common types found on the participants. It was because the participants did error in speech production, and they tended to do correction in order to deliver clear information while speaking or conversation. The expression of correction shown by some participants, such as:

Error : *"My opinion is good if the on, offline learningI mean if the process learning..."* (S1)

Target : *"My opinion is good if the offline learning process..."*

Error : *"Mmm, I mean aaa, more looking for more information, so I don't miss any information.*" (S5)

Target : *"If I am looking for more information, so I don't miss any information."*

Error :*"Actually I prefer in to individual because aa, the individual is I more be aaa, eh, aa, ok, ok, ok, well, well,*

aa, in group aa, I think that just me or just a person to be

work to the in a group, but is not effective." (S12)

Target : *"Actually I prefer to individual because in group I think*

that just me or just a person to work in a group."

Based on data research, the researcher found that there are 92 errors during interview with English students. In general, errors in speech production made by the English education students in this research can be seen on the table 3.

Table 12. **The Proportion of Errors in Speech Production Made by English Students**

No	Type of Speech error	Frequency of error	Percentage
1	Silent pause	69	75 %
2	Slip of the tongue	11	12 %
3	Correction	12	13 %
	Total	92	100%

From the table 3, the participants of this research did some errors in three classification namely silent pause, slip of the tongue, and correction. These three types of errors are part of errors according to Clark and Clark theory. The theory is from pyscholinguistics to know the types of errors in speaking. From the data of table 7, silent pause was the most common errors found on English students as participants in this research.

The participants mostly did silent pause with the percentage 71% while speaking because of different sources of errors. It depends on the individual as speaker itself. The second place of errors of English students was slip of the tongue with the percentage 15%. Slip of the tongue here is a situation where the speakers say incorrect target word to deliver meaning of conversation. The third place of errors found on the English students was correction with the least percentage of errors that is 14%.

2. Factors of Errors in Speech Production

Besides identifying the types of errors in speech production made by the partisipants, the researcher also identify the factors of errors made by the participants. According to Clark and Clark as cited by Sholihah, there are three factors causing errors. The factors are cognitive reasons, anxiety, and social reasons.[62] Cognitive reason defined as factor that causing errors in speech production with speakers' lack of knowledge about target language consisting lack of vocabulary and grammar mastery. Other factors that causing errors are anxiety which consists of hesitation and nervousness of speaker about what to say next while speaking. Beside the two previous factors, another factors of is from social factors. It means a situation where a speaker get difficulty in speech plan when a speaker feel that a conversation is under force. Further, detailed explanation of those three factors causing errors can be seen on the following explanation.

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[62]Akhadiyatus Sholihah, *"The Dominant Error".,* 142

a. Cognitive Reason

Cognitive reason is one of factor that can cause errors in speech production because of lack of knowledge background. A speaker can actually do speech errors without knowing the factors behind it. Hence, the researcher did interview to seek the factors of speech errors from the participants. Drawing on participants' responses from the interview, the participants felt they often had difficulty to express information through conversation by using correct word. This was shown from the following statements while interview:

S1 : *Sometimes I find it difficult when speak English because I usually translate what I want to talk from Indonesian language to English, maybe this is because I need to improve more about my vocabulary.*

The statements showed how the participants in English education department still had internal problems.

b. Anxiety Reason

Anxiety reason could be seen as common factors that causing errors from the participants' point of view. This factor consisted of hesitation and nervousness of speaker when it comes to conversation. In this regard, the participants assumed that

"*I often did errors while speaking. I think it is because I feel difficult to manage my anxiety. I face mental block, where I can't think clearly because of my worries of doing errors*" (S6).

In line with that, anxiety faced by the English students can be defined as language anxiety. The anxiety that comes in language learning contexts is known as 'second or foreign language anxiety'.[63] Generally, in second or foreign language anxiety, students find a subjective feeling of nervousness, worry, apprehension,etc. Supporting the previous statement about anxiety, one of the participants stated that

"*I feel nervous ya, maybe because I'm afraid I do yah something wrong, like mistake or error. So, it is difficult for me to deal with the feeling*" (S15).

c. **Social Reason**

This factors caused error in speech production because a speaker faced a situation where a speaker got difficulty in speech plan. Mostly, it was because a speaker feel that a conversation is under force. Supporting that statement, the participants stated that "*For me, I feel under pressure if speaking in crowd environment. But, if I talk with my friend in small circle, I can speak English more fluently and feel confident*" (S14).

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[63] Sri Mulyani, *"Investigating Factors Causing Students' Anxiety in Speaking English,"* International Journal in Applied Linguistics of Parahikma 1, no. 1 (2018): 6

In contrast, not all of the participants share similar factors of speech error. One of the participants assumed that *"I don't mind about where the conversation is or with who I speak"* (S14). Hence, the factors of speech errors can be different among the participants in this research. Even though, for some participants, this factor can be their own problem while doing conversation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing and discussing error in speech production of English education students, the researcher could conclude that there are some types of errors that the researcher found during gaining data in research process. Besides, this research was conducted to look at and gain description of errors in speech production and the factors that causing it based on Psycholinguistics theory of speech errors from Clark and Clark. The participants did three types of errors such as silent pause, slip of the tongue, and correction. The percentages of errors were 75% for silent pause, 12% for slip of the tongue, and 13% for correction. From those three, the silent pause was the most common errors found on the participants while speaking.

The factors causing errors were categorized into three reason like Cognitive Reason, Anxiety Reason, and Social Reason.

1. Cognitive Reason was lack of knowledge of target language especially English. English students as participants in this research found difficulties to express message through the use of correct words.

2. Anxiety Reason could be factor causing errors in speech production because some of English students had mental block while speaking. They faced it mostly because of being nervous.

3. Social Reason that could give pressure to English students under certain condition or place of the conversation occur.

B. Suggestion

This research gave the suggestion as below for

1. The students

   This research suggest that students especially English student department could have awareness of any speech errors that could be in their speech unconciously. Besides, the researcher suggest that better for English studentsto have more knowledge by motivating them in knowing types of speech errors

2. To lectures

   The researcher expected that this research could give valueable information or be references for supporting English learning process. Further, this research hopefully could give solution of English students' problem in speaking by knowing the reason or factor behind the students' error.

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APPENDICES

INSTRUMENT OF DATA COLLECTION

A. **DATA SOURCE**

Audio transcription of interview with 15 English students in IAIN Metro.

Interview	:	**1**		**Code**	:	**S1**
Date	:	**December 29, 2021**		**Venue**	:	**IAIN Metro, Lampung**

R = *Researcher*   S = *Student*

R :   Hari ini tanggal 9 November 2021,saya Rosmalita Septiana melakukan percakapan kepada Rizki Yuniarsih, mahasiswi TBI IAIN semester 7. Pertanyaan pertama, what is your struggle while learning online during pandemic?

S1 :   Aaa, the aa gatau, ntar bisa diulangin ga?

R :   Gini aja langsung

S1 :   I get struggle while learning online // during pandemic is when // I // do // meeting in zoom // application, and the signal is so // bad so, I cannot // aaa hear the material from the lecturer clearly and // enough, yeah I think enough. I think so.

R :   Ok, question number two, how you make yourself understand the materials delivered by the lecturers?

S1 :   Of course aaa how to make myself understand the materials delivered by the lecturer is I have to pay attention while the teacher // while the teacher // explain the materials to the students.

R :   Question number three, which one do you prefer learning in a group or individual and why?

S1 :   To be honest I prefer to learning in a group because I can //

discuss with // with aaa the member of // the group and // we are aa, no no no I mean we can // aa get the // aa solve? problem solve?

R :   Solving?

S1 :   Aaa, problem, problems, s,s,s, solving? Ya? Ha a? Nah itu, that's it.

R :   Ok, question number four, what is your opinion about going back to offline learning?

S1 :   My opinion is // good if the on, offline learning // I mean if the // process learning, learning process is going to // is going back to offline learning is good because a students have to// know about the // campus or have to meet ey other, eh, their friends and their lecturers, so they // can // recognize each other, dah.

R :   Ok, thank you Rizki.

Interview	:	2	Code	:	S2
Date	:	December 30, 2021	Venue	:	IAIN Metro, Lampung

R = *Researcher*   S = *Student*

R :   Hari ini tanggal 9 November 2021,saya Rosmalita Septiana melakukan   percakapan dengan Yesi Maryuningsih, mahasiswi TBI semester 7. Pertanyaan pertama, what is your struggle while learning online during pandemic?

S2 :   Ok, mmm, I think aaa, struggle in // online // during pandemic is aaa, // yea, I think for me to, for me is a bad to // sig, signal and // and aa in, in my home is, in my home I // a I often to of, often // my parents to me to help in garden and I think not focus about my // aa // my college, yeah.

R :   Pertanyaan nomor 2, how you make yourself understand the materials delivered by the lecturers?

S2 :   Aaa, // to understand material maybe I'm in night aa I'm read for aaa // I read my material from lecturer or what // is, makalah tu apa?

R :   Paper?

S2 : Paper, yes aaa paper and // yah I think read aaa the // morning maybe yah understand.

R : Pertanyaan nomor 3, which one do you prefer, learning in a group or individual and why?

S2 : I which // I choose // in individual yeah because aaa, in group I'm not // confident with my friend because I'm not // about my what is, my speaking or my // aaa opinion is not // good, I think this that my opinion, yeah.

R : Question number four, what is your opinion about going back to offline learning?

S2 : Aaa, that, that is good // yaa, because in offline learning // yaaa, to make a student // a confident and to // get experience in campus aaa, yah anything of your, aaa, what is that // organisasi yeah, I think this.

R : Enough?

S2 : Enough

R : Ok, thank you Yesi

Interview	**:**	**3**	**Code**	**:**	**S3**
Date	**:**	**December 31, 2021**	**Venue**	**:**	**IAIN Metro, Lampung**

R = *Researcher*   S = *Student*

R : So today, I'm going to interview Firdha a seventh semester English student in IAIN Metro, the first question is what is your struggle while learning online during pandemic?

S3 : Ok, my struggle while learning online during pandemic is I can not a manage // time to help my parents and to study.

R : Ok, so the question number two is how you make yourself understand the materials delivered by the lecturer?

S3 : Ok, I will make a note in my book aaa, berisi tentang materi-materi yang, dosen sampaikan.

R : The third question, which one do you prefer, learning in a group or individual and why?

S3 : I prefer learning in individual because aaa, I can aaa, doing

homework in group because // aaa, apaya, sangat susah gitu, gabisa kayanya (tertawa).

R : The last question is, what is your opinion about going back to offline learning?

S3 : Aaa going back to offline learning is // aa not bad solution, tetapi tetap harus mematuhi prokes // yang sangat ketat.

R : Ok, that's all, thank you Firdha

S3 : Ok, Rosma, you're welcome

Interview	:	4	Code	:	S4
Date	:	December 31, 2021	Venue	:	IAIN Metro, Lampung

R = *Researcher* S = *Student*

R : Ok, so today, my name is Rosmalita Septiana and I will interview Resinia Kisi Wardani, one of English student in seventh semester in IAIN Metro. so, the first question is what is your struggle while learning online during pandemic?

S4 : Ok, thank you Rosma, so I'm struggling because it's really hard about the connection when learning online especially I'm living in village so it's hard to find good connection so, when the lecturer explain the material sometimes I got like disturbance. So, it's make me struggling in learning online.

R : Ok, so the second question how you make yourself understand the materials delivered by the lecturer?

S4 : Ok, aaa I'm always make apa, make some notes in my books so when the study is end I can learn again by my notebook

R : Ok, the third question, which one do you prefer, learning in a group or individual and why?

S4 : I prefer learning in a group because when I'm confuse I can ask my friend, so it really help me, that's my reason.

R : The last question, what is your opinion about going back to offline learning?

S4 : In my opinion, it's really happy, it's a good news because I'm

really tired learning at home and at home because it really bad. That's all.
R : Ok, thank you Resi for your time
S4 : Ok, you're welcome

Interview	:	5	Code	:	S5
Date	:	December 30, 2021	Venue	:	IAIN Metro, Lampung

R = *Researcher*   S = *Student*

R : Ok today, my name is Rosmalita Septiana and I am going to interview Fatmawati Putri, one of seventh semester student of IAIN Metro. so, the first question is what is your struggle while learning online during pandemic?
S5 : Mmm, I mean aaa // more looking for more information, so I don't // miss any information.
R : Ok, question number two, how you make yourself understand the materials delivered by the lecturer?
S5 : Aaa, I, I repeat a new lesson described // by // the teacher.
R : Question number three, which one do you prefer, learning in a group or individual and why?
S5 : Aaa, study in groups, because we can learn, we can learn // more from different minds.
R : Question number four, what is your opinion about going back to offline learning?
S5 : Yaaa, I'm happy // udah.
R : Ok, thank you Putri

Interview	:	6	Code	:	Divia Khairunita
Date	:	December 30, 2021	Venue	:	22 Hadimulyo Barat, Metro Pusat

R = *Researcher*   S = *Student*

R : What is your struggle while learning online during pandemic?

S6 : Well, mostly the struggle that I face during the online pandemics for learning virtually is that // such a very similar to other with their problem is the connections we have facing a very ask connection, aaa, state our country also didn't have a good provider or maybe just me (laughing) didn't have good provider that helps struggle connections during the online pandemic, so it will be likely the problems when we do presentations and the connection are unstable. It's the very first and struggling and a very big problem. And the second is aaa, the communications between the teachers and the students. aaa, it very important to have a good communications in learning because the knowledge from the teachers will delivered to the students goodly when they are have a good communications, so, when we are not directly meet and we just meet virtually, the students will have a trouble to communicate with their teacher even if they have the problems // in their selves such as they shy to or the teacher or they are // anxious but they didn't want to teacher know // they are difficult and they struggling themselves and // didn't let anyone know, they are, that, they are struggling. That's will be the problem, and the // next are the stress that we have to be in our room for a whole day, right? It will make us stress piled up little by little, and it will be else the problem, so there's three major problems.

R : Ok so, question number two, how you make yourself understand the materials delivered by the lecturer?

S6 : Well, for the materials // myself, aaa, I usually search myself in a google, right? Because the // materials provided by the teachers usually seems raw, you know? It's haven't been condense or haven't been analyzed // in // a very specific and

easy manners to learn so, I have to understand it myself, and whenever I feel stuck I have to // search from the another source for the materials itself.

R : Ok, so question number three, which one do you prefer, learning in a group or individual and why?

S6 : Aaam, aa, I sees myself of the first sense that aaa, it's difficult for me to // (laughing). Well for me myself it's hard for me to deal with other people, // I sees myself as a very introvert but not a very // anti social, but so that's maybe // working in a group will be very stressing for me, so I prefer work individually, although I // maybe can work with other people casually if I need so, but I prefer individually.

R : Ok, so the last question, what is your opinion about going back to offline learning?

S6 : Well, I think it's a // greats // change for us to going back of, in offline learning, because all of this virtual meetings and such makes us very have a // trust issues with other people, so maybe it will be good if we do the // learning offline. So we can started to trust people more and we can start doing our // learning with so much fun meetings with other people. Thank you

R : Ok, thank you Divia.

Interview : 7　　　　　　**Code : S7**

Date : December 30, 2021　　　**Venue : IAIN Metro, Lampung**

R = *Researcher*　　　　　　S = *Student*

R :　My name is Rosmalita Septiana, and I'm going to interview Yuliati, seventh semester student of English Education Department in IAIN Metro. The first question is what is your struggle while learning online during pandemic?

S7 :　I think my personal offline learning struggle in my opinion is very difficult from the signal the first and that are hard to lose.

R :　Ok, question number two, how you make yourself understand the materials delivered by the lecturer?

S7 :　For myself is // study and understand with the // google translate if I don' (sounds like dog), I don't understand about the vocabulary.

R :　Number three, which one do you prefer, learning in a group or individual and why?

S7 :　My personality prefer to study individual because sometimes study in the group is the same with the study individual.

R :　The last question is what is your opinion about going back to offline learning?

S7 :　Yes, I'm very really agree if we // go back to learning offline because we will get more easy understand about the student get it. Enough.

R :　Ok, thank you Yuli

| Interview | : | 8 | Code | : | S8 |
| Date | : | December 30, 2021 | Venue | : | IAIN Metro, Lampung |

R = *Researcher*   S = *Student*

R : So today, My name is Rosmalita Septiana, and I'm going to interview Umi Kulsum, one of seventh student of English education department of IAIN Metro. The first question is what is your struggle while learning online during pandemic?

S8 : Ok, sometimes I'm difficult to understand // the materials present by lecturer, and then sometimes the application for not support // when // I learning in a pandemic.

R : Ok, the question number two, how you make yourself understand the materials delivered by the lecturer?

S8 : Mmm, oke, Aaa, // more often self-study via, eh itu tadi nomor berapa (tertawa). Aaa sometimes, I more often self-study via internet, to // be better understand the material by present // ed, by presented the lecturer.

R : Ok, question number three, which one do you prefer, learning in a group or individual and why?

S8 : I which, I think individual, because during a pandemic it is more difficult // to // do, do group assignments.

R : Ok, and then the last question, what is your opinion about going back to offline learning?

S8 : I think good for the back aaa on, offline learning, because the pandemic also makes, makes // students // more lazy. Ok enough

R : Ok, thank you Ucum.

S8 : Yea.

Interview : 9   **Code   : S9**

Date   : December 31,   **Venue   : 22 Hadimulyo Barat**
         2021

R = *Researcher*   S = *Student*

R :   This afternoon, I'm going to interview Miftahul Jannah, one of seventh semester student of TBI in IAIN Metro. So, the first question is what is your struggle while learning online during pandemic?

S9 :   Ok, my struggle // while learning online during pandemic was // I founded // difficult mmm, when the // aku langsung?

R :   Iya.

S9 :   (tertawa) ok. I founded difficult when // mmm, doing online learning was // eh salah engga, ulangin ajalah. Mmm, my struggle was // I founded difficult when // aaa, my network was unstable.

R :   Ok, the second question, how you make yourself understand the materials delivered by the lecturer?

S9 :   Ok, I, I tried to // aaa, read the material or understand it more or whe, if I aa, couldn't understand it. So, I ask my friend who really understand it // to // aa, tell me // about the material.

R :   Ok, the third question which one do you prefer, learning in a group or individual and why? then the last question, what is your opinion about going back to offline learning?

S9 :   I prefer to // groups because mmm, I need // someone or friends to discuss the materials, so I can understand the material better.

R :   And then the last question, what is your opinion about going back to offline learning?

S9 :   Ok, I love it, aaa, because // everything will be // aaa, effective when we aa, doing mm, offline learning.

R :   Enough?

S9 :   Enough.

R :   Thank you, Mifta.

S9 :   Ok, you're welcome.

Interview : **10**   **Code** : **S10**

Date : **December 31, 2021**   **Venue** : **22 Hadimulyo Barat**

R = *Researcher*   S = *Student*

R : So today, I'm going to interview Kinanti, one of seventh semester student of English education department in IAIN Metro. The first question is what is your struggle while learning online during pandemic?

S10 : Mmm, so, my struggle while learning online during pandemic is maybe mm, more to // data plan, and then aa, // signal aa, because we need to have lots // aa, data plan and then // strong // signal.

R : The second question is how you make yourself understand the materials delivered by the lecturer?

S10 : Aaa, honestly I feel like aa, difficult to understand about the materi during pandemic.

R : The third question, which one do you prefer, learning in a group or individual and why?

S10 : Aaa, I which, aaa, individual learning because I find it aa, easier // when studying individually.

R : The last question is what is your opinion about going back to offline learning?

S10 : Mmm, my // opinion about the offline learning is I'm so happy aa, but // I am comfortable // about studying online.

R : Enough?

S10 : Enough

R : Thank you, Kinan.

S10 : Yes, you're welcome.

Interview : **11**   **Code** : **S11**

Date : **December 31,**   **Venue** : **22 Hadimulyo Barat**
         2021

R = *Researcher*   S = *Student*

R :   So today, I'm going to interview Shinta no, Shinta, one of seventh semester student of English education department, so the first question is what is your struggle while learning online during pandemic?

S11 :   Ok, thank you Rosma, and I will // (laughing). Ok, aku jawab ya?

R :   Iya.

S11 :   I will explain // aaa, my struggle is slow internet network, and many disturbance at // home.

R :   Ok, the second question is how you make yourself understand the materials delivered by the lecturer?

S11 :   Ok, mm, when the lecturer gave the material, I didn't fully understand the material present.

R :   The third question, which one do you prefer, learning in a group or individual and why?

S11 :   Ok, I think it's better to study individually because when study in a group is not very con // (silence because of sound of motorcycle), condusive.

R :   The last question, what is your opinion about going back to offline learning?

S11 :   Ok, aaa, in my opinion when offline learning comeback, I was not ready because I was used to onleng, eh to online learning.

R :   Ok, thank you Shinta.

S11 :   Yes, you're welcome

Interview : 12   **Code   : S12**

Date   : December 31,   **Venue   : IAIN Metro, Lampung**
                2021

R = *Researcher*   S = *Student*

R :   So today, I'm going to interview Widyasari, one of seventh
        semester student of English education in IAIN Metro, the first
        question is what is your struggle while learning online during
        pandemic?

S12 :   Aaa, I think that my // struggle is kuota, you know that? Kuota
        and the bad signal, and // I think that in home na, nothing
        reference on there, and enough.

R :   Ok. So the second question is how you make yourself
        understand the materials delivered by the lecturer?

S12 :   Aaa, aaa, I, I understand if I reads // aa, again the material and
        review again about the material, ok.

R :   The third question, which one do you prefer, learning in a group
        or individual and why?

S12 :   Aaa, actually I prefer in to individual because aa, the individual
        is I more be // aaa, eh, aa, ok, ok, ok, well, well, aa, in group aa,
        // I think that just me or just a person to be work to the // in a
        group, but is not effective. Ok, enough.

R :   The last question is what is your opinion about going back to
        offline learning?

S12 :   Oo, I like this aa, about offline learning because is very
        effective learning and I // based on the students in university I
        prefer in onffline learning and I hope this aa, time of the du,
        during learning aa, was gone. Ok enough.

R :   Ok, thank you Widya.

S12 :   Ok, terima kasih, thank you.

Interview : 13   Code   : S13

Date   : December 31,   Venue   : IAIN Metro, Lampung
            2021

R = *Researcher*   S = *Student*

R :   Ok today, I'm going to interview Diyan Triyanto, the first question is what is your struggle while learning online during pandemic?

S13 : Ok, since aa, pandemic in Indonesia because I feel for this pandemic is very not aa, comformtable, because this is aa, // aaa, always learning online especially make me not understanding (laughing). So not easily to get it material about aaa, the studying English education.

R :   So the second question, how you make yourself understand the materials delivered by the lecturer?

S13 : Aaa, how to check ya?

R :   How you make understand the material.

S13 : Ooo, ok, when I get it the material, I'm croscheck again, so aa, I have conclusion for this material when lecture or teacher give some material. So, I just, I just aaa, get conclusion and I croscheck again. Aaa, // ya that's it.

R :   That's it? The third question, which one do you prefer learning in a group or individual, and why?

S13 : Aaa, can you repeat again?

R :   Aaa,

S13 : Your question?

R :   Which one you...

S13 : Which one.

R :   You like the most, learning individual or in a group?

S13 : Aaa, between aa, choose it?

R :   Ha a. Choose one of them.

S13 : Aaa, I think that I just aaa, // some a group because group make, make a discuss and make a // knowledge so, aaa like is small group, make me, and make me understanding so // aa, between other friends, so connection,

R : Ha a,

S13 : Like this.

R : The last question what is your opinion about going back to offline learning?

S13 : Going back? What this is?

R : Aaa, if we start doing offline learning, so what is your opinion about that?

S13 : After learning?

R : Offline, offline learning, so, now,

S13 : Now,

R : We do online learning, so what is your opinion about we going back to normal, normal learning, in campus?

S13 : Oooh, ok, ok, aa, I just, I feel that this is very important because aa, learning luring on pandemic,

R : Ha a,

S13 : Aaa, so, // yeah // when we discuss in this class everyday, when they yeah //

R : Effective? Good?

S13 : Effective, effectively. So aaa, this is very aa, more better // before pandemic learning.

R : That's it?

S13 : That's it.

R : Ok, thank you, Diyan.

S13 : Ok, siap (laughing).

Interview	:	14	Code	:	S14
Date	:	December 30, 2021	Venue	:	IAIN Metro, Lampung

R = *Researcher*   S = *Student*

R : Ok today, my name is Rosmalita Septiana, I'm going to interview one of seventh semester student in IAIN Metro, Sonia Zahra. The first question is what is your struggle while learning online during pandemic?

S14 : Ok, thank you Rosma. Hmm, my // struggle or my problem

during online learning maybe is the signal, as always, also I'm a bit difficult to follow the time of every class, so // sometimes I don't join a class because sometimes I forget // that I have class in one day.

R : Ok, the second question, how you make yourself understand the materials delivered by the lecturer?

S14 : Aaa, I usually make a // note yah, like I need to // write the materials in class. So if I forget something about the // materials, I can open and read again in my // book.

R : The third question, which one do you prefer learning in a group or individual, and why?

S14 : Aaa, I need to which? I mean to choose?

R : Ya.

S14 : Hmm // maybe in this situation I choose individual because // I difficult to contact every member of the group if // I am in a group. Also, I like to // do task from lecturers by myself ya, maybe // it is my // hmm // I like to learn like this.

R : The last question what is your opinion about going back to offline learning?

S14 : If we have to come to the campus again ya?

R : Yes.

S14 : Hmm, I think it is good because // it will be effective ya for the students like us. I feel better if // we have face to face learning in school, oh I mean campus. Yah, I will be happy.

R : Thank you so much for your time.

S14 : Ok, no problem.

| **Interview** | **:** | **15** | **Code** | **:** | **S15** |
| **Date** | **:** | **December 31, 2021** | **Venue** | **:** | **28, Metro Utara** |

R = *Researcher*   S = *Student*

R : Today, I'm going to interview one of seveneth semester student in IAIN Metro, Fivty about online learning experience in the

last two semester. The first question is what is your struggle while learning online during pandemic?

S15 : Ok, thank you. Actually I face some problems ya // during online learning. The // problem is internet access. Sometimes when I join zoom // meeting, I suddenly out of the meeting. I'm not sure if // the problem in my internet access or the // application. Other// problem for me is I feel difficult if // I can't meet my friend in class, because // I like learning in class with my friends. I think that // it is more fun than just at home.

R : Ok, the second question, how you make yourself understand the materials delivered by the lecturer?

S15 : Aaa, I usually read the //. Well, I think I can understand material if I learn again and again. It is same like // what I do in offline class. I usually read the // materials from lecturer or from internet and I will // read it until I understand. If I can't // remember the material, so // I will learn together with my friend. Virtually ya, because we learn online.

R : Ok, the third question, which one do you prefer learning in a group or individual, and why?

S15 : During online learning?

R : Ya.

S15 : Hmm, because when online learning when we come to campus, I choose group. I like to // study together with my friend, but // for now, I think individually is better option ya, because // it is difficult to meet each other indirectly.

R : The last question what is your opinion about going back to offline learning?

S15 : Face to face learning yaa?hmm..

R : Ya.

S15 : Hmm, // for me I feel that // it will be good. As long as with covid health // protocol. I think we can learn in campus again, but // we don't have full class maybe 50% of the total students in class normally.

R : Ok, enough. Thank you so much

S15 : Yes, sure.

B. OBSERVATION SHEET

1. Silent Pause

WP: within phrase, BP: between phrase, BC: between clause

Code	Utterance	Types			Error Correction	Error Explanation
		WP	BP	BC		
S1	I do meeting in zoom//application.	✓			I do meeting in zoom application.	The speaker did a pause within phrase 'zoom application'
	The signal is so // bad	✓			The signal is so bad.	The error was in a pause that speaker did between adjective phrase 'so bad'
	I can not // hear the materials from	✓			I can not hear the	This speech error was in

the lecturer.				materials from the lecturer.	a pause within verb phrase 'can't hear'
I can // discuss with, with aaa the member of the group	✓			I can discuss with the member of the group.	There was a silent moment within saying verb phrase 'can discuss'
While the teacher // explain the materials to the students.		✓		While the teacher explain the materials to the students.	The speech error was in a pause between noun phrase 'the teacher' and verb phrase 'explain'
A students have to know about the // campus	✓			A student have to know about	The speech error was a silent

					the campus.	moment within saying noun phrase 'the campus'
	I can discuss with, with aaa the member of the group and // we are aa, no no no I mean we canaa get theaa solve.			✓	I can discuss with the member of the group and we can get the solve.	The speaker did error between two clause with coordinate connector 'and'
S2	I think read the // morning, maybe.	✓			I think read in the morning, maybe.	The speaker did silent pause within phrase 'the morning,' but it was supposed to be adverbial phrase 'in

					the morning'
My opinion is not // good.	✓			My opinion is not good.	The speech error was within adjective phrase 'not good'
I think aaa, struggle in online during pandemic is // yea, I think for me to, for me is a badtosig, signal.			✓	I think struggle in online learning during pandemis is a bad signal.	There was silent moment between clause 'I think struggle in online during pandemic is' and 'I think for me is bad signal
I choose // in		✓		I choose in	The error

	individual yeah because aaa, in group I'm not confident.				individual because in group, I'm not confident.	was between verb phrase 'choose' and next phrase 'in individual'
S3	I can not aa manage // time to help my parents and to study.		✓		I can not manage time to help my parents and to study.	The speaker did silent pause between verb phrase 'can't manage' and noun phrase 'time'
	Going back to offline learning is // aa not bad solution.		✓		Going back to offline learning is not bad solution.	The error was a pause between verb phrase 'is' and adjective

						phrase 'not bad'
S5	I don't // miss any information.	✓			I don't miss any information .	The error was a silent pause within verb phrase 'don't miss'
	We can learn // more from different minds.		✓		We can learn more from different minds.	This error happened when there was a silent pause between verb phrase 'can learn' and adverbial phrase 'more'
S6	That's will be the problem, and the // next are the	✓			That's will be the problem,	The speech error was a silent pause

		stress that we have to be in our room for a whole day, right?				and the next are the stress that we have to be in our room for a whole day, right?	within noun phrase 'the next'
		Because the // materials provided by the teachers usually seems raw	✓			Because the materials provided by the teachers usually seems raw.	The speaker did silent pause that indicated a speech error within noun phrase 'the materials'
		They didn't want to teacher know // they are difficult and they struggling themselves			✓	They didn't want to teacher know that they are difficult and they are	The speech error was a silent pause between two clause 'they didn't want to

					struggling themselves.	teacher know' and 'they are difficult and they struggling themselves'
	They have the problems // in their selves such as they shy		✓		They have the problems in themselves such as they shy.	The silent pause was between noun phrase 'the problems' and adverbial phrase 'in their selves'. But, it was supposed to be themselves.
	All of this virtual		✓		All of this	The speaker

	meetings and such makes us very have a // trust issues with other people.				virtual meetings and such makes us very have a trust issues with other people.	did silent pause within phrase when she would say noun phrase 'a trust issues'
	Maybe it will be good if we do the // learning offline.	✓			Maybe it will be a good if we do the learning offline.	The speaker did silent pause within noun phrase 'the learning offline'
	We can start doing our // learning with so much fun meetings with other people	✓			We can start doing our learning with so much fun meetings with other	The silent pause as an error was within noun phrase 'our learning'

					people.	
S7	I'm very really agree if we // go back to learning offline		✓		I'm really agree if we go back to offline learning.	The silent pause was between noun phrase as subject 'we' and verb phrase 'go back'
	Study and understand with the // google translate	✓			To study and understand with the google translate.	The error was a silent pause within noun phrase 'the google translate'
S8	Sometimes I'm difficult to understand // the materials.	✓			Sometimes I'm difficult to understand the materials.	The silent pause here as speech error was within infinitive phrase 'to

						understand the materials'
	It is more difficult to // do group assignments.	✓			It is more difficult to do group assignments.	The speech error was a silent pause within infinitive phrase 'to do group assignments'
S9	My struggle while learning online during pandemic was // I founded difficult			✓	My struggle while learning online during pandemic was I founded difficult	The speech error was between clauses 'my struggle while learning online during pandemic was' and 'I

					founded difficult'
	My struggle while learning online during pandemic was I founded // difficult	✓		My struggle while learning online during pandemic was I founded difficult	The speech error was between verb phrase 'founded' and adjective phrase 'difficult'
	My struggle was // I founded difficult		✓	My struggle was I founded difficult	The error was between clauses 'my struggle was' and 'I founded difficult'
	I founded difficult when // aaa, my network was unstable.		✓	I founded difficult when my network	The silent pause as speech error here was

					was unstable.	between clauses 'I founded difficult' and 'when my network was unstable'
	I tried to // aaa, read the material	✓			I tried to read the material	This speech error was within infinitive phrase 'to read the material'
	So, I ask my friend who really understand it to // aa, tell me about the material.	✓			So, I ask my friend who really understand it to tell me about the material.	The speaker did silent pause within infinitive phrase 'to tell me..'

	I need // someone or friends to discuss the materials		✓		I need someone or friends to discuss the materials	The speaker did silent pause between verb phrase 'need' and noun phrase 'someone or friends'
	I prefer to // groups		✓		I prefer to groups	This sentence contained error between verb phrase 'prefer to' and noun phrase 'groups'
	Ok, I love it, aaa, because // everything will be aaa, effective			✓	Ok, I love it because everything will be	The speaker did silent moment between

	when we aa, doing mm, offline learning.				effective when we do offline learning.	two clauses separated by subordinate conjuction 'because'
	Everything will be // aaa, effective		✓		Everything will be effective	The error was a silent pause between verb phrase 'will be' and adjective phrase 'effective'
S10	We need to have lots aa, data plan and then strong // signal.	✓			We need to have lots aa, data plan and then strongsignal.	The speaker did error when spoke adjective phrase 'strong signal'

	I find it aa, easier // when studying individually.			✓	I find it easierwhen studying individually .	This error was between clauses 'I find it easier' and 'when studying individually '
	My // opinion about the offline learning is I'm so happy	✓			My opinion about the offline learning is I'm so happy	The speaker did error by having silent moment within noun phrase 'my opinion'
	I'm so happy aa, but // I am comfortable about studying online.			✓	I'm so happy, but I am comfortable about	The error was between clauses 'I am so

					studying online.	happy' and 'but, I am comfortable about studying online'
S11	I will explain // aaa, my struggle is slow internet network			✓	I will explain, my struggle is slow internet network	The error was between clauses 'I will explain' and 'my struggle is slow internet network'
	My struggle is slow internet network, and many disturbance at // home.	✓			My struggle is slow internet network, and many disturbance	The silent pause was within adverbial phrase 'at home'

					at home.	
S12	I think that my // struggle is kuota, you know that?	✓			I think that mystruggle is kuota, you know that?	The speaker did silent pause within noun phrase 'my struggle'
	Kuota and the bad signal, and // I think that in home na, nothing reference on there.			✓	Kuota and the bad signal, and I think that in home is nothing reference on there,	The speaker did silent pause as speech error between clauses separated by coordinate conjuction 'and'
	I understand if I reads // aa, again the material and review again about the		✓		I understand if I read again the material	The silent pause was in if clause between noun phrase

	material, ok.				and review again about the material, ok.	as subject 'I' and verb phrase 'read'
S13	I feel that this is very important because learning luring on pandemic, aa, so, // yeah when we discuss in this class everyday, when they yeah effective, effectively.			✓	I feel that this is very important because learning online during pandemic, and discussion in class will be effective.	The speaker did error between clauses that separated by coordinate conjuction 'so'
S14	Hmm, my // struggle or my problem during online learning	✓			My struggle or my problem during	The speaker did error while speaking.

	maybe is the signal				online learning maybe is the signal.	The error was within noun phrase 'my struggle'
	I'm a bit difficult to follow the time of every class, so // sometimes I don't join a class			✓	I'm a bit difficult to follow the time of every class, so sometimes I don't join a class	The speaker did silent pause between clauses that separated by coordinate conjuction 'so'
	Sometimes I don't join a class because sometimes I forget // that I have class in one day.			✓	Sometimes I don't join a class because sometimes I forget that I have class in one day	The error was a silent pause between clause 'sometimes I forget' and 'that I

						have class in one day'
	I usually make a // note yah	✓			I usually make a note	The silent pause was within a noun phrase 'a note'
	I need to // write the materials in class.	✓			I need to write the materials in class.	The silent pause was within infinitive phrase 'to write the materials'
	So if I forget something about the // materials, I can open and read again in my book.	✓			So if I forget something about the materials, I can open and read again in my book.	The silent pause was within a noun phrase 'the materials'

	I can open and read again in my // book.	✓			I can open and read again in my book	The error was within noun phrase 'my book'
	Maybe in this situation I choose individual because // I difficult to contact every member of the group			✓	Maybe in this situation, I choose individual because I am difficult to contact every member of the group	The silent pause was between clause that separated by subordinate conjuction 'because'
	I difficult to contact every member of the group if // I am in a group.			✓	I difficult to contact every member of the group if I am in a group	The silent pause was between clause that separated by subordinate conjuction

					'if'
Also, I like to // do task from lecturers by myself	✓			Also, I like to do task from lecturers by myself	The error was within infinitive phrase 'to do task'
Maybe it is my // hmm // I like to learn like this.			✓	Maybe, I like to learn like this.	The silent pause was between clauses.
Hmm, I think it is good because // it will be effective ya for the students like us.			✓	I think it is good because it will be effective for the students like us.	The silent pause included in the category as speech error was between clauses that separated by subordinate conjuction 'because'

	I feel better if // we have face to face learning in school, oh I mean campus.			✓	I feel better if we have face to face learning in campus.	The error was between clauses that separated by subordinate conjuction 'if'
S15	Actually I face some problems ya // during online learning.		✓		Actually, I face some problems during online learning	The silent pause was between noun phrase 'problems' and adverbial phrase 'during online learning'
	The // problem is internet access	✓			The problem is internet	The speech error was within noun

					access	phrase 'the problem'
	Sometimes when I join zoom // meeting, I suddenly out of the meeting.	✓			Sometimes, when I join zoom meeting, I suddenly out of the meeting.	The speech error was within noun phrase 'zoom meeting'
	I'm not sure if // the problem in my internet access or the // application.	✓			I'm not sure if the problem in my internet access or the application	There were two speech errors within if phrase and noun phrase.
	I feel difficult if // I can't meet my friend in class, because // I like learning in class with my friends.			✓	I feel difficult if I can't meet my friend in class, because I like	The error was between two clauses. The first between clause 'I

					learning with my friends	feel difficult' and 'if I can't meet my friend in class.' Second between 'I can't meet my friend in class' and 'because I like learning with my friends'
	It is same like // what I do in offline class.			✓	It is same like what I do in offline class.	The error was between clauses separated by subordinate

					conjuction 'like'
I usually read the // materials from lecturer or from internet and I will // read it until I understand	✓			I usually read the materials from lecturer or from internet and I will read it until I understand	There were two silent pauses within noun phrase 'the materials' and within verb phrase 'will read'
If I can't // remember the material	✓			If I can't remember the material	The speech error was within verb phrase 'can't remember'
If I can't remember the material, so // I will learn together with my friend.			✓	If I can't remember the material, so I will learn	The silent pause was between clause that separated

				together with my friend.	by coordinate conjuction 'so'
I like to // study together with my friend	✓			I like to study together with my friend.	The speech error was within infinitive phrase 'to study'
I think individually is better option ya, because // it is difficult to meet each other indirectly.			✓	I think individually is better option ya, because it is difficult to meet each other directly	The silent pause was between two clauses separated by subordinate conjuction 'because'
I feel that // it will be good			✓	I feel that it will be good.	The silent pause was between two clauses

					separated by 'that'
As long as with covid health // protocol	✓			As long as with covid health protocol	The silent pause was within noun phrase 'covid health protocol'
I think we can learn in campus again, but // we don't have full class maybe 50% of the total students in class normally.			✓	I think we can learn in campus again, but we don't have full class maybe 50% of the total students in class normally.	The error was between two clauses separated by coordinate conjuction 'but'

2. Slip of The Tongue

PL: phoneme level , ML: morpheme level, WL: word level

Code	Utterance	Types			Error Correction	Error Explanation
		PL	ML	WL		
S1	We can aaa, get the aa, solve? Problem solve?			✓	We can get the problem solving.	The speaker did error when tended to say problem solving.
	The on, offline learning.		✓		The offline learning	The error was in morpheme level. It should be 'off', but the speaker said 'on'
S2	I which, I choose an individual, yeah, because in group, I'm not confident.			✓	I choose an individual, because in a group, I'm not confident.	The speaker said incorrect target word 'choose' but the speaker said 'which'
S6	I think it's a greats change		✓		I think it's a great change	The speech error was

	for us to going back <u>of, in</u> offline learning,				for us to go back in offline learning.	instead of saying 'in', the speaker said 'of'
S7	Study and understand with the google translate if <u>I don' (sounds like dog), I don't understand</u> about the vocabulary.	✓			Study and understand with the google translate if I don't understand about the vocabulary.	The speaker did slip of the tongue in phoneme level because the speaker pronounced 'don't' similar to 'dog'
S10	We need to have lots aa, data plan and then<u>strong signal</u>.			✓	We need to have lots aa, data plan and then high speed signal.	The error was slip of the tongue in target word 'high speed signal', but the speaker said 'strong signal'

				✓	I choose individual learning because I find it aa, easier when studying individually.	The speaker said incorrect target word 'choose' by saying 'which'
	I which, aaa, individual learning because I find it aa, easierwhen studying individually.					
S11	I was used to onleng, eh to online learning	✓			I was used to online learning.	The speaker did slip of the tongue in phoneme level when said 'onleng' but it should be 'online'
S12	I think that just me or just a person to be work to the, in a group, but is not effective.			✓	I think that just me or just a person to be work in a group, but is not effective.	The speaker said incorrect target word.

| S13 | I feel for this pandemic is very not aa, _comformtable._ | | ✓ | | I feel for this pandemic is very not comfortable. | The error was in delivering 'comfortable' by saying 'comformtable' |
| S15 | I think individually is better option ya, because it is difficult to meet each other _indirectly._ | | | ✓ | I think individually is better option ya, because it is difficult to meet each other directly. | The speaker had slip of the tongue when tended to say 'directly' but said 'indirectly' |

3. **Correction**

RE: reference editing , NE: nuance editing , ME: mistake editing , CE: claim editing.

Code	Utterance	Type of correction				Error	Error
		RE	NE	ME	CE	Correction	Explanation
S1	We are aa, no no no I mean we can aa, get theaa, solve?			✓		We can get the problem solving.	The error was when the speaker said 'I mean' in

	problem solve?						order to give correction for incorrect target word.
	My opinion is good if the on, offline learning<u>I mean</u> if the process learning,			✓		My opinion is good, if the learning process.	The speaker edited previous incorrect word by adding 'I mean'
S2	That is good yaa, because in offline learning yaaa, to make a student a confident and to get experience in campus aaa, yah anything of your, aaa, <u>what is that?</u> organisasi yeah,	✓				That is good because in offline learning can make student confident and to get experience in campus, yah,	The speaker did correction while interview in order to refer to correct word by saying 'what is that?'

	I think this.					anything like an organizati on.	
S5	Mmm, <u>I mean</u> aaa, more looking for more information, so I don't miss any information.			✓		If I am looking for more informatio n, so I don't miss any informatio n.	The error was a correction word 'I mean' when the speaker tended to edit or give more specific statement in interview.
S6	<u>Well</u>, mostly the struggle that I face during the online pandemics for learning virtually is that such a very similar to other				✓	Mystruggl e during the online pandemic for learning virtually mostly is the	The speaker said 'well' that was correction in order to claim something when a speaker did

with their problem is the connections					connection which is such a very similar to other problems.	error in speaking.
They struggling themselves and didn't let anyone know, they are, <u>that</u>, they are struggling.	✓				They struggling themselves and didn't let anyone know, they are struggling.	The speech error was correction by using 'that' in order to give reference of correct word to say.
<u>Well</u>, for the materials, myself, aaa, I usually search myself in a google, right?				✓	For the materials, I usually search myself in a google, right?	The speaker said 'well' in order to claim something in next utterance in

							order to avoid incorrect target word.
	I sees myself of the first sense that aaa, it's difficult for me to (laughing). <u>Well</u> for me myself it's hard for me to deal with other people.				✓	I sees myself of the first sense that aaa, it's difficult for me to deal with other people.	The speaker did correction after saying incorrect word by using 'well' to give claim for the next correct word to say.
S12	Actually I prefer in to individual because aa, the individual is I more be aaa, eh, aa, ok, ok, ok, <u>well, well,</u> aa, in group aa,				✓	Actually I prefer to individual because in group I think that just me or just a person to	The speaker did error that was correction after delivering incorrect sentence.

	I think that just me or just a person to be work to the in a group, but is not effective					be work in a group, but is not effective.	
S14	Aaa, I need to which? I mean to choose?			✓		I need to choose?	The speaker edited incorrect word 'which' to correct word 'choose' by using 'I mean'
	I feel better if we have face to face learning in school, oh I mean campus.			✓		I feel better if we have face to face learning in campus.	The speaker said incorrect word 'school' when tended to say 'campus.' It was correction in

							claim editing.
S15	Aaa, I usually read the . Well, I think I can understand material if I learn again and again.				✓	I think I can understand material if I learn again and again.	The speaker did correction by saying 'well' to claim the next correct word to say.

C. DOCUMENTATION SHEET

1. Location of IAIN Metro
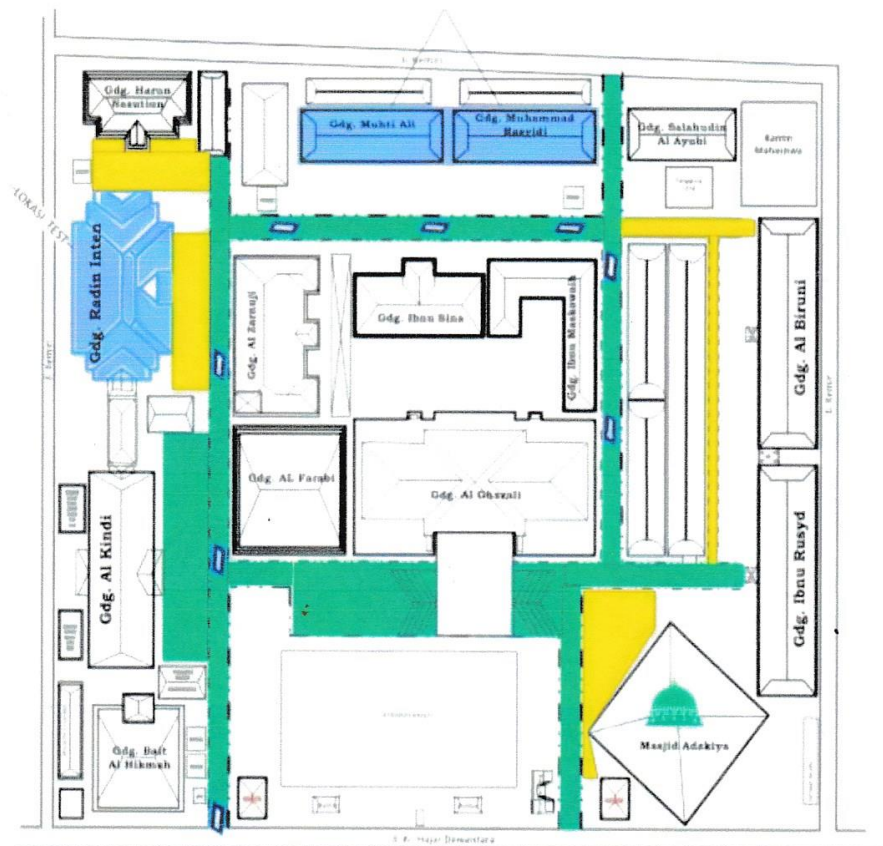
This Sketch of IAIN Metro from Official Website of IAIN Metro

2. Organization of FTIK IAIN Metro

Struktur Organisasi
Fakultas Tarbiyah Dan Ilmu Keguruan
Institut Agama Islam Negeri Metro

DEKAN
Dr. Zuhairi, M.Pd

WAKIL DEKAN I
Dr. Yudiyato, M.Si

WAKIL DEKAN II
Dra. Isti Fatonah, M.A

WAKIL DEKAN III
Drs. Kuryani

KOOR. BAG TATA USAHA
M. Machrus Saadon, M.M

LABORATORIUM

Subkord. Subbag Administrasi
Dessy Ayomi, S.E

Subkord. Subbag Akademik
S. Efendi, M.Pd. I

KAPRODI PAI
Umar, M.Pd. I

KAPRODI PBA
Novita Rahmi, M. Pd. I

KAPRODI TBI
Ancianto, M.Pd

KAPRODI PGMI
H. Nindia Y, M.Pd

KAPRODI PIAUD
Uswatun Hasanah, M. Pd.

KAPRODI TPM
Endah Wulantina, M.Pd

KAPRODI TPB
Nasrul Hakim, M.Pd

KAPRODI TIPS
Tubagus Ai RPK, M.Pd

SEK. PRODI

3. The quantity of participants' audio interview

No	Code	Major
1	S1	English Education Department
2	S2	English Education Department
3	S3	English Education Department
4	S4	English Education Department
5	S5	English Education Department
6	S6	English Education Department
7	S7	English Education Department
8	S8	English Education Department
9	S9	English Education Department
10	S10	English Education Department
11	S11	English Education Department
12	S12	English Education Department
13	S13	English Education Department
14	S14	English Education Department
15	S15	English Education Department

4. Picture of Interview Process

Interview with RY

Interview with YM

Interview with FAR

Interview with RKW

Interview with FP

Interview with DK

Interview with Y

Interview with UK

Interview with MJ

Interview with K

Interview with SN

Interview with W

Interview with DT

Interview with SZ

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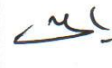
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rosmalita Septiana
NPM : 1801074001

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Jum'at, 20 Mei 2022		find out the complete verse or another one as the motto.	
			Give your singer in acknowledgment page!	
			Give the description under / up the figure, table . or picture	
			ACC for munaqosya	
			Prepare everything well then, Good luck !	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 2015031 004

Dosen Pembimbing

Yeni Suprihatin, M.Pd
NIDN. 198903012006

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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rosmalita Septiana   Jurusan   : TBI
NPM : 1801074001   Semester   : VIII

No	Hari/ Tanggal	Pembimbing I	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.			Table, maps, and organization should be attached in Appendixes	
2.			- Chapter IV : Describe the data result. then proof with the theory! - analyze the data then proof with interview result	
3.			Conclusion should answer the research Question	
9.			Read Journals (Qualitative research) and IELTS (writing	
5.			Complete the undergraduate thesis with the abstract, acknowledgment, appendixes, etc	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 2015031 004

Dosen Pembimbing

Yeni Suprihatin, M.Pd
NIDN. 198903012006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor   : B-5415/In.28.1/J/TL.00/12/2021
Lampiran : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Yeni Suprihatin (Pembimbing 1)
(Pembimbing 2)
di-
   Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	: **ROSMALITA SEPTIANA**
NPM	: 1801074001
Semester	: 7 (Tujuh)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE STUDENTS` ERRORS IN SPEECH PRODUCTION ON SPEAKING PERFORMANCE OF THE ENGLISH EDUCATION DEPARTMENT OF IAIN METRO

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, 21 Desember 2021
Ketua Jurusan,

Andianto M.Pd

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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SURAT KETERANGAN
Nomor: B-0102/In.28.1/J/TL.00/01/2022

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:
Nama   : Andianto, M.Pd
NIP   : 19871102 201503 1 004
Jabatan   : Ketua Jurusan
Jurusan   : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:
Nama   : Rosmalita Septiana
NPM   : 1801074001
Jurusan   : Tadris Bahasa Inggris (TBI)
Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi   : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul *"The Students'* *Errors In Speech Production On Speaking Performance Of The English* *Education Department Of IAIN Metro "* yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 17 Januari 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-5445/In.28/D.1/TL.00/12/2021
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA PRODI TADRIS BAHASA
INGGRIS IAIN METRO
di-
       Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5446/In.28/D.1/TL.01/12/2021, tanggal 21 Desember 2021 atas nama saudara:

Nama   : **ROSMALITA SEPTIANA**
NPM   : 1801074001
Semester   : 7 (Tujuh)
Jurusan   : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PRODI TADRIS BAHASA INGGRIS IAIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE STUDENTS` ERRORS IN SPEECH PRODUCTION ON SPEAKING PERFORMANCE OF THE ENGLISH EDUCATION DEPARTMENT OF IAIN METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 21 Desember 2021
Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

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   : B-2512/In.28/J/TL.01/06/2021
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
REKTOR IAIN METRO
di-
       Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**ROSMALITA SEPTIANA**
NPM	:	1801074001
Semester	:	6 (Enam)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF STUDENTS` SPEECH ERRORS IN CASE OF BILINGUAL AT IAIN METRO

untuk melakukan prasurvey di IAIN METRO, 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, 28 Juni 2021
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT KETERANGAN
Nomor: B-3248/In.28.1/J/TL.00/08/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:
Nama   : Andianto, M.Pd
NIP   : 19871102 201503 1 004
Jabatan   : Ketua Jurusan
Jurusan   : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:
Nama   : Rosmalita Septiana
NPM   : 1801074001
Jurusan   : Tadris Bahasa Inggris (TBI)
Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi   : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul *"An Analysis of Students' Speech Errors in case of Bilingual at IAIN Metro "* yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 05 Agustus 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 201503 1 004

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. KI HajarDewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan dibawah ini. Ketua jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Rosmalita Septiana

NPM   : 1801074001

Jurusan   : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/prodi Tadris Bahasa Inggris. demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 1 Juni 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-534/In.28/S/U.1/OT.01/05/2022

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

Nama	: Rosmalita Septiana
NPM	: 1801074001
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1801074001

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, 25 Mei 2022
Kepala Perpustakaan

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

CURRICULUM VITAE

The name of writer is Rosmalita Septiana. She was born in Metro, September 18, 1998. She is an alumnus of SDN 11 Metro Pusat. She continued her study for junior high scool at SMPN 6 Metro and for senior high school at SMAN 3 Metro.

She is a student at State Islamic Institute (IAIN) of Metro for taking undergraduate degree in the field of English Education Program (TBI). She feels interested in conducting research in the field of education, especially English Education. She joined International Conference on Linguistics and Language Teaching (ICOLLATE) held by Yogyakarta State University on October 2021. After that, she joined The 1ST ELESP International Conference (ELESPIC) 2021 held by Asosiasi Program Studi Bahasa Inggris Kalimantan Selatan (APSPBI) on December 2021.