AN UNDERGRADUATE THESIS

AN ANALYSIS OF SPEECH ERRORS BY ENGLISH STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO

By:

VIVI TSANIA MEIALA
STUDENT NUMBER: 1801071062

ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2022 M

AN UNDERGRADUATE THESIS

AN ANALYSIS OF SPEECH ERRORS BY ENGLISH STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO

Presented as a Partial Fufillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

By:

VIVI TSANIA MEIALA

STUDENT NUMBER: 1801071062

Tarbiyah and Teacher's Training Faculty

English Education Department

Sponsor : Dr. Aria Septi Anggaira, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H / 2022 M

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Title	: AN ANALYSIS OF SPEECH ERRORS BY ENGLISH STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO
Name	: Vivi Tsania Meiala
Students Number	: 1801071062
Department	: English Education
Faculty	: Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the Skripsi (munaqosyah) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Metro, October 2022

The Head of English Education Department

Andianto, M.Pd
NIP.19871102 201503 1 004

Sponsor

Dr. Aria Septi Anggaira, M.Pd.
NIP.19790929 200502 2 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail:
iainmetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal **: Mohon dimunaqosyahkan**
Saudari Vivi Tsania Meiala

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

AssalamualaikumWr. Wb.

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

Name : Vivi Tsania Meiala
Students Number : 1801071062
Judul Skripsi : AN ANALYSIS OF SPEECH ERRORS BY ENGLISH STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikumWr. Wb.

Metro, October 2022

The Head of English Education Department

Andianto, M.Pd
NIP.19871102 201503 1 004

Sponsor

Dr. Aria Septi Anggaira, M.Pd.
NIP.19790929 200502 2 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the Munaqosyah of Vivi Tsania Meiala**

To:
The Honorable the Head of Tarbiyah Department
Of State Institute for Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb.

We have given guidance and enough improvement to research proposal script which is written by:

Name : Vivi Tsania Meiala
Students Number : 1801071062
Faculty : Tarbiyah and Teacher Training
Department : English Education
Title : AN ANALYSIS OF SPEECH ERRORS BY ENGLISH STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO

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

Wassalamu'alaikumWr.Wb.

Metro, October 2022

The Head of English Education Department

Andianto, M.Pd
NIP.19871102 201503 1 004

Sponsor

Dr. Aria Septi Anggaira, M.Pd.
NIP.19790929 200502 2 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

RATIFICATION PAGE
No. B-4751/In.28.1/D/PP.00.9/11/2022

An Undergraduate thesis entitled: AN ANALYSIS OF SPEECH ERRORS BY ENGLISH STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO. Written by: Vivi Tsania Meiala, Student Number 1801071062, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, October 26th, 2022 at 10.00-12.00.

BOARD OF EXAMINERS:

Chairperson	: Dr. Aria Septi Anggaira, M.Pd	(.....)
Examiner I	: Dr. Umi Yawisah, M.Hum	(.....)
Examiner II	: Syahreni Siregar, M.Hum	(.....)
Secretary	: Aisyah Sunarwan, M.Pd	(.....)

PANITIA MUNAQOSAH INSTITUT AGAMA ISLAM NEGERI METRO

The Dean of Tarbiyah and Teacher Training Faculty

KEMENTERIAN AGAMA REPUBLIK INDONESIA FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO LAMPUNG

Dr. Zuhairi, M.Pd
NIP. 196206121989031006

AN ANALYSIS OF SPEECH ERRORS

BY ENGLISH STUDENTS OF ENGLISH EDUCATION DEPARTMENT

AT IAIN METRO

ABSTRACT

By:

VIVI TSANIA MEIALA

The purpose of this research to find out and identify the types of speech errors and to determine the factors that causes of speech errors by students of the English Education Department at IAIN Metro.

This research is a qualitative research. The method used in data collection is observation, interviews and documentation. Data analysis techniques are data collection, data presentation and conclusion drawing and verification. The subjects of this research were 15 students of 6th semester in English Education Department at IAIN Metro.

From observation data and in-depth interviews with respondents, researchers found that students majoring in English education experienced speech errors in speaking English. The types of errors found were silent pause 25 times, filled pause 55 times, repeats 16 times, retraced false starts 4 times, unretraced false starts 4 times, correction 3 times, stuttering 1 time, interjection 2 times and slips of tongue 24 times, with a total of 136 speech errors. The factors that make students make errors when speaking English is cognitive difficulty, anxiety, and social reasons.

Keywords: Errors, Speaking, Speech Errors

ANALISIS KESALAHAN BERBICARA MAHASISWA JURUSAN PENDIDIKAN BAHASA INGGRIS DI IAIN METRO

ABSTRAK

Oleh:

VIVI TSANIA MEIALA

Tujuan dari penelitian ini untuk mengetahui dan mengidentifikasi jenis-jenis kesalahan bicara dan mengetahui faktor-faktor terjadinya kesalahan bicara oleh mahasiswa Jurusan Pendidikan Bahasa Inggris di IAIN Metro.

Penelitian ini merupakan penelitian kualitatif. Metode yang digunakan dalam pengumpulan data adalah observasi, wawancara dan dokumentasi. Teknik analisis data adalah pengumpulan data, penyajian data dan penarikan kesimpulan serta verifikasi. Subjek penelitian ini adalah 15 siswa semester 6 mahasiswa Jurusan Pendidikan Bahasa Inggris di IAIN Metro.

Dari data observasi dan wawancara mendalam dengan responden, peneliti menemukan bahwa mahasiswa Jurusan Pendidikan Bahasa Inggris mengalami kesalahan bicara dalam berbicara bahasa Inggris. Jenis kesalahan yang ditemukan yaitu Jeda Senyap 25 kali, Jeda Terisi 55 kali, Pengulangan 16 kali, Pengulangan Salah dilacak kembali 4 kali, Pengulangan Salah tidak dilacak kembali 4 kali, Koreksi 3 kali, Gagap 1 kali, Interjeksi 2 kali dan Selip Lidah 24 kali, dengan total kesalahan sebanyak 136 kesalahan bicara. Faktor-faktor yang membuat mahasiswa melakukan kesalaha ketika berbicara bahasa Inggris adalah kesulitan kognitif, kecemasan, dan alasan sosial.

Kata kunci: Kesalahan, Berbicara, Kesalahan Bicara

STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name	: Vivi Tsania Meiala
Student Number	: 1801071062
Department	: English Education (TBI)
Faculty	: Tarbiyah and Teacher Training

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

Metro, 7 October 2022

VIVI TSANIA MEIALA
St. Number 1801071062

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Vivi Tsania Meiala

NMP : 1801071062

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu keguruan

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

Metro, 7 Oktober 2022

VIVI TSANIA MEIALA

St. Number 1801071062

MOTTO

خَيْرُ النَّاسِ أَحْسَنُهُمْ خُلُقاً وَأَنْفَعُهُمْ لِلنَّاسِ

“The best of people are those who have the best manners
and those who are most beneficial to people”.

“Sebaik-baiknya manusia itu adalah yang paling baik budi pekertinya
dan yang paling bermanfaat bagi manusia”.

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

Firstly, my beloved parents, Mr. Widodo and Mrs. Asnawati, who have been my inspiration in life, always pray for and support me for my success with their endless love. In addition, there is also my dear sister Nadia Tsalitsa Azzahra, and Dzakiy Indra Nugraha who have always been my support system and my entire extended family.

Secondly, my lovely adviser Mrs. Dr. Aria Septi Anggaira, M.Pd who have sincerely guided the writer to accomplish this undergraduate thesis in time. Not only that, my beloved lecturers of English Education Department, and my beloved campus IAIN Metro.

Thirdly, I also want to say big thanks to all my best friends who have always been there until now. They are Anita, Amalia, Dela, Indry, Lutfia, Irfan, Pucan, Sylva, and Yovi. They always help and support me to finish this undergraduate thesis.

Fourthly, I would also like to thank my little friends to Hana, Niken, Putri and Windi who always support and encourage me to complete this undergraduate thesis.

Last but not least, I wanna thank me, for believing in me, for doing all this hard work, for having no days off, for never quitting, for to do more right than wrong, and for just being me at all the time.

ACKNOWLEDGEMENT

Praise thanks to Allah SWT, the lord of the worlds whom without His Mercy and Blessing, none of these would be possible. The writer is very grateful for the chance Allah has given her to accomplish this undergraduate thesis entitled "AN ANALYSIS OF SPEECH ERRORS BY ENGLISH STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO". Sholawat is also sent to prophet Muhammad SAW who had delievered the truth to human being in general and Muslim in particular.

In this opportunities, the researcher would like to express her deepest gratitude especially to:

1. Dr. Hj. Siti Nurjanah, M.Ag, as the Head of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the chief of English Education Department of IAIN Metro Lampung.
4. Dr. Aria Septi Anggaira, M.Pd as the advisor, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate thesis.
5. All lecturers of the English Education Departmen of IAIN Metro Lampung who have given their thought and shared their experience to the researcher.
6. All of her friends in English Education Department of IAIN Metro part in support system, thanks for everything in helping to finish this undergraduate thesis.

The researcher do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, October 7th 2022

The Writer,

VIVI TSANIA MEIALA

NPM. 1801071062

TABLE OF CONTENTS

COVER ..... **i**
TITLE PAGE ..... **ii**
APPROVAL PAGE ..... **iii**
NOTIFICATION LETTER ..... **v**
RATIFICATION PAGE ..... **vi**
ABSTRACT ..... **vii**
STATEMENT OF RESEARCH ORIGINALITY ..... **ix**
MOTTO ..... **xi**
DEDICATION PAGE ..... **xii**
ACKNOWLEDGEMENT ..... **xii**
TABLE OF CONTENTS ..... **xiv**
LIST OF TABLES ..... **xvi**
LIST OF FIGURES ..... **xvii**
LIST OF APPENDICES ..... **xviii**
CHAPTER I INTRODUCTION **1**
A. Background of Study 1
B. Research Question 5
C. Objectives and Benefits of the Research 5
D. Prior Research 7
CHAPTER II THEORETICAL REVIEW **9**
A. The Concept of Psycholinguistics 9
1. The Definition of Psycholinguistics 9
2. The Clark and Clark's Theory 10
3. The Aspects of Psycholinguistics 11
B. The Concept of Speaking 14
1. The Definition of Speaking 14
2. The Types of Speaking 16
3. The Aspect of Speaking 17

C. The Concept of Speech Errors 20
1. The Definition of Speech Errors 20
2. The Types of Speech Errors 22
3. The Causes of Speech Errors 28
CHAPTER III RESEARCH METHOD 30
A. The Types and Characteristics of Research 30
B. Data Source 31
C. Data Collecting Technique 31
D. Data Analysis Technique 33
CHAPTER IV RESULT AND DISCUSSION 37
A. Description of Research Setting 37
B. Result of the Research 40
C. Discussion 60
CHAPTER V CONCLUSION AND SUGGESTION 64
A. Conclusion 64
B. Suggestion 65
C. Recommendation 66
BIBLIOGRAPHY
APPENDICES
CURRICULUM VITAE

LIST OF TABLES

Table 4.1 Lists of Speech Errors Produced by NPA 47
Table 4.2 Lists of Speech Errors Produced by RAP 49
Table 4.3 Lists of Speech Errors Produced by NI 50
Table 4.4 Lists of Speech Errors Produced by JH 51
Table 4.5 Lists of Speech Errors Produced by MF 52
Table 4.6 Lists of Speech Errors Produced by R 52
Table 4.7 Lists of Speech Errors Produced by IN 54
Table 4.9 Lists of Speech Errors Produced by VS 55
Table 4.9 Lists of Speech Errors Produced by DPS 56
Table 4.10 Lists of Speech Errors Produced by RY 57
Table 4.11 Lists of Speech Errors Produced by MO 58
Table 4.12 Lists of Speech Errors Produced by DA 59
Table 4.13 Lists of Speech Errors Produced by ZA 59
Table 4.14 Lists of Speech Errors Produced by AF 60
Table 4.15 Lists of Speech Errors Produced by LA 61

LIST OF FIGURES

Figure 3.1 The Component of Data Analysis By Miles and Huberman 35
Figure 4.1 Types of Speech Errors 68
Figure 4.2 Factors of Speech Errors 69

LIST OF APPENDICES

The Data Pre Survey 77

The Classification of Speech Errors Made By Students 79

Transcript from Recording of the Students Speech Errors 80

List of Interview Students 91

The Documentation of Observation 123

CHAPTER I

INTRODUCTION

A. Background of Study

Psycholinguistics is the study of acquiring language which describes how the human brain acquires language, processes it, understands it and provides feedback or produces language. Language activities cannot be separated from mental processes and operations. Language not only has a relation with society, but it also has a relationship with the intellected. Because there is a section of our brain that accepts crucial rules in language, we will be able to understand how language is formed through our thinking.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.[1] Speaking is important because it helps students acquire English as a foreign language speaking skills thus converse spontaneously and naturally with native speakers.[2] Speaking another language can not only cultivate correct use of grammar, use of vocabulary and correct pronunciation (language skills). Speaking is also the ability to understand when, why and how language is produced.

---

[1] Alessandro G. Benati, *Key Questions in language Teaching an Introduction* (Cambridge: Cambridge University Press, 2020), 70.

[2] Shiamaa Abd El Fattah Torky, *The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students* (Ain Sham: Ain Shams University, 2006), 14.

According to Nunan that success is measured by the ability to carry out conversations in the language, speaking is the most important aspect of learning a second foreign language.[3] Based on the four language skills (Listening, Speaking, Reading, and Writing). Speaking is that the productive skill and skill that creates persons totally different from and superior to the species of living beings. Speaking may be an advanced psychological feature and linguistic skill. It couldn't be separated from listening. Once we speak we produce the text and it ought to be meaningful.

In this era of globalization, speaking skills have a very important role in communication, especially communication in English as a foreign language. Foreign language is an international language that is needed today. English speaking skills as evidence for every student to learn English. People will see student learning outcomes succeed or fail from their speaking skills. Students who successfully learn English can automatically speak English fluently. However, to be a successful student and fluent in English takes time and a process, so students must have good speaking skills.

Speech errors are errors in self-speaking language, not the product of lack of grammar or intentional dialects. Speech errors occur because of mental

[3] David Nunan, *Language Teaching Methodology* (New York: Practice Hall International, 1991), 39.

processes that occur within oneself.[4] Occurs when the speaker's actual utterance and the expected utterance are different in some respects. In this research, the researcher uses theory of Clark and Clark to analyze the data. Clark and Clark divided the speech error into nine types. There are silent pause, filled pause, repeats, retraced false start, unretraced false start, correction, stutters, interjection, and slips of tongue.

Speech errors seem to be a natural learning process. According to Fauziati that Error is considered as an inevitable and positive part of that process.[5] Errors may also occur in other English skills such as listening, speaking, reading, and writing. One of the difficulties is speaking. The possibility of errors in speaking English for IAIN Metro English students from the first semester to the last semester. Errors can be simple errors or complex errors. Students who know more about knowledge or English rules have less misunderstandings. But speaking is not a natural ability to master. Another reason for their speech errors is that they lack of self-confidence, because they think they cannot speak English.

According to Zhu and Liu, there are two main reasons for speech errors; one caused by psychological factors and the other caused by

[4] Steinberg, D. D., Nagata, H., & Aline, D. P. (2013). *Psycholinguistics: Language, mind, and world. Routledge.*

[5] Endang Fauziati, *Readings on Applied Linguistics* (Surakarta: Era Pustaka Umum, 2009), 168.

physiological factors.[6] One of the main psychological factors is psychological depression caused by certain mistakes, and physiological factors that cause speech errors include gender, age, and physical condition. Also, many different factors can cause the tongue to slip.

In this pre-survey, the research subjects were taken ten students from English Education Department February at IAIN Metro who were in the sixth semester. The results of the pre-survey in February 2022 that have been carried out are listed in the following table on page 71.

Based on a pre-survey of the sixth semester students of the Department of English Education at IAIN Metro. The researcher found problems in speech errors in ten students. From the ten students, the researcher found several problems that are often found in students' ability to speak English. The students have lack of vocabulary, so that it makes students confused when speaking English. Students also have a lack of self-confidence when speaking English. Their self-confidence is lacking so that when asked to speak in front of the class students feel ashamed and afraid of being wrong when speaking. Because they lack confidence when speaking, so when they are speaking English it causes nervousness and causes some speech errors when speaking English. The researcher will use Clark and Clark theory to analyze and identify speech errors of English students.

[6] Siti Zulaiha, Rohmani Nur Indah, "Slip of the Tongue in Barack Obama Interview at the Axe File", (Project: Professional Journal of English Education, Vol 4, 2021), 250.

Based on the explanation above, the researcher assumes that most of the students still make mistakes in speaking English. Through this research, the researcher will analyze and identify the types of students' speech errors. Based on the description above, the researcher wants to conduct a study entitled "An Analysis of Speech Errors by English Students of English Education Department at IAIN Metro".

B. Research Question

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

1. What types of speech errors made by students of English Education Department at IAIN Metro?
2. What factors that cause of speech errors made by students of English Education Department at IAIN Metro?

C. Objectives and Benefits of the Research

1. Objectives of the Research
    a. This study aims to find out and identify the types of speech errors made by students of English Education Department at IAIN Metro.
    b. This study aims to find out the possible factors of speech errors made by students of English Education Department at IAIN Metro.

2. Benefits of the Research

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

a. For Students

As information for students to find out some of the speech errors they make and know students' abilities and be able to improve their speaking skills and improve grammatical processing in psychology and linguistics. As a good motivation, students will learn from their mistakes and will not make many mistakes in speaking English because speaking mistakes have a big impact on speaking skills.

b. For Lecturers

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

c. For Other Researchers

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

d. For Institutions

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

D. Prior Research

There are some previous studies on speech errors analysis. The first previous studies is made by Ting Su-Hie, Mahanita Mahadhir, Chang, Siew-Lee that has title "Grammatical Errors In Spoken English of University Students in Oral Communication Course".[7] They found a speech errors made by University students. There are five grammatical errors in speaking such as; prepositions, questions, articles, plurals of nouns, verbs, subject agreements and tenses in spoken English.

The second previous studies is Claudya Nabillah Riza Putri "Slips of Tounge of News Anchor".[8] The writer identifies the types of slips of the tongue that appear in the speech of news anchor and to describe how news anchor experience slips of the tongue.

The third previous studies was conducted by Lusi Vera Sastra entitled "Grammatical Error Analysis of Spontaneous Speech Produced by Students of English".[9] She identified the types of errors and found the most common errors in student speech produced by the seventh semester students of the Universitas Brawijaya English Study Program. The researcher select participants with a score of at least B or higher in the classroom structure, and

---

[7] Ting Su-Hie, Mahanita Mahadhir, Chang Siew-Lee, *Grammatical Errors In Spoken English of University Students in Oral Communication Course (*GEMA Online Journal of Language Studies 53, Vol.10(1), 2010).

[8] Claudya Nabillah Riza Putri, *Slips of Tounge of News Anchor* (Thesis: Universitas Islam Negeri Maulana Malik Ibrahim, 2015).

[9] Lusi Vera Sastra, *Grammatical Error Analysis on the Spontaneous Speech Produced by Students of English (Thesis:* Universitas Brawijaya, 2014).

then ask them to deliver spontaneous speeches on the topics raised by the researcher in a limited time of at least one minute. The researcher analyzed the data using the surface strategy taxonomy theory proposed by Dulay, Burt, and Krashen.

From the previous studies above, the researcher can find similarities and differences. This research has similarities with the research of Su-Hie Ting, Mahanita Mahadhir, Siew-Lee Chang, Claudya Nabillah Riza Putri, and Lusi Vera Sastra their study using qualitative methods. The differences from the first study and the third study examined the types of speech errors committed by students at the university, while in the second study examined and identify from film scripts and news anchor scripts.

The novelty of this study is that previous studies only discuss speech errors, but in this research the researcher discuss students' speech errors using Clark and Clark's theory and what factors cause these speech errors. For the data collecting technique in this research using interview, observation, and documentation.

Based on previous studies, the researcher is interested in continuing research in terms of speech error analysis using Clark and Clark's theory conducted on the students of the English Education Department at IAIN Metro.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Psycholinguistics

1. The Definition of Psycholinguistics

Psycholinguistics combines the fields of psychology and linguistics. Psychology is the study of thinking and behavior. Linguistics is the study of language. Psycholinguistics that focused on language structure and processing shifted the thinking and practice in areas such as delayed speech, articulation problems, and aphasia.[10] Psycholinguistics might thus be described as the study of the mind and language in general. It is concerned with the human mind's interaction with language. When creating and interpreting language, there is activity in the brain that may be detected.

Psycholinguistics, according to Hartly is investigates the relationship between language and thought in processing and producing speech and in language acquisition. Langacker states that psycholinguistics is the study of language acquisition and language behavior, as well as the psychological mechanisms responsible for it. Aitchison defines that psycholinguistics is the study of language and mind. Meanwhile, Clark and Clark state that the psychology of language

[10] Melanie W, Hudson, Mark DeRuiter, *Professional issues in speech-language pathology and audiology (*San Diego: Plural Publishing, 2021), 71.

is related to three main things: comprehension, production, and language acquisition.[11]

From all the expert opinion above it can be concluded that psycholinguistics is a science that studies the psychological processes experienced by humans when talking about how the human mind develops language by utilizing their knowledge of the mind and psychology.

2. The Clark and Clark's Theory

In Clark and Clark's definition, psycholinguistics is defined as the study of three mental processes, namely listening, speaking, and acquiring these two skills. It is clear that listening and speaking as skills are the subjects of linguistic studies, while the acquisition process and the mental processes involved in these skills are psychological studies.

According to Clark and Clark psycholinguistics is concerned with three broad questions:

a. By what mental processes do people listen to, comprehend, and remember what they hear?
b. By what mental processes do people come to say what they say?
c. What course do children follow in learning to comprehend and produce their first language, and why?

[11] Soenjono Dardjowidjojo, *Psikolinguistik: Pengantar Pemahaman Bahasa Manusia* (Jakarta: Yayasan Obor Indonesia, 2003), 7.

Clark and Clark divided this concept into two parts. First is comprehension, which is concerned with comprehending the speech we hear. That is, the process by which the listener receives the speaker's sound and uses it to build a perception of what the speaker is saying. Second understanding is in reference to the actions that must be taken after the first understanding. Is there any action that has to be taken after the listener understands the conversation. Clark and Clark view speech production as consisting of two types of activities: planning and execution.[12]

3. The Aspects of Psycholinguistics

Psycholinguistics covers three main points; language comprehension, language production, and language acquisition.

a. Language Comprehension

Language comprehension is the ability to understand what someone is saying who serves as a listener in a conversational exchange. Comprehension occurs in the process of how people will understand spoken words and understand language.[13] Language comprehension deals not only with language, however also gestures. When a person produces language, the thing that helps people

[12] Clark, Herbert H. and Eve V. Clark, *Psychology and Language : An Introduction to Psycholinguistics* (New York: Harcout Brace Jovanovich, 1977), 327.

[13] Nina C. Singleton and Brian B. Shulman, *Language Development: Foundations, Processes, and Clinical Applications (*Burlington, MA: Jones & Bartlett Learning; 3rd edition, 2010), 436.

understand the spoken to interpret the meaning of the language is gestures. Gestures are used to help people grasp what is being said when a person generates words. This is because language comprehension is dependent on their capacity to learn a language, and movement also aids listeners in deciphering the meaning of the speaker's language.

Language comprehension process that requires synchronizing various cognitive components such as knowledge of letters, words, sounds, spelling, grammar, word meanings, general world knowledge, and integrating word meanings to represent ideas, and using existing knowledge to develop understanding.

b. Language Production

Language production is a concept in psycholinguistics that describes the stages of speech from initial mental concepts to the results of spoken or written linguistics. Language production is the ability to express information, so that a person can function as a speaker in a conversational exchange.[14] Language production occurs to see someone's process of producing speech, beginning from conceptualizing what someone will say to the use of speech as a tool for interaction.

[14] Nina C. Singleton and Brian B. Shulman, *Language Development: Foundations, Processes, and Clinical Applications (*Burlington, MA: Jones & Bartlett Learning; 3rd edition, 2010), 436

Language Production is logically divided into three major steps: deciding what to express conceptualization, determining how to express it formulation and expressing it articulation.[15]

1) Conceptualizing, conceptualizing means the speaker plans the conceptual structure that will be spoken to the speaker.
2) Formulation, also known as grammatical encoding is the process of selecting acceptable objects from one's mental lexicon and categorizing them syntactically.
3) Articulation, articulation that is phonological coding that contains the framework and content that is ready to be pronounced as sound.
4) Self-Monitoring, self-monitoring to see if articulated speech contains errors, non-fluency or other problems.

c. Language Acquisition

Language acquisition is a technique of building the potential to understand a language, using it to communicate with other people. Language acquisition is acquired unconsciously from the first language to produce speech, very similar to the process used by children in acquiring the first and second language. Language

[15] Soenjono Dardjowidjojo, *Psikolinguistik: Pengantar Pemahaman Bahasa Manusia* (Jakarta: Yayasan Obor Indonesia, 2003), 141.

acquisition is also used because it is believed that a second or third language is acquired either formally or informally.[16]

From the explanation above, it can be concluded that psycholinguistics has three aspects, namely language comprehension, language production, and language acquisition.

B. The Concept of Speaking

1. The Definition of Speaking

Speaking is the act of communicating one's words, thoughts, and feelings to others by using spoken language so that the intent can be understood by others. Many experts have to define speaking skills. The broad meaning is focused on communication that is realized to achieve certain goals, such as to inform something and ask for an explanation. Simply put, speaking is a standard competency used in daily communication.[17]

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

---

[16] Stephen D. Krashen, *Second Language Acquisition and Second Language Learning* (University of Southern California, 2002), 1.

[17] Bc. Petra Solcova, *Teaching Speaking Skills*, (Masaryk University Faculty of Arts, 2011), 11.

According Utari and Nababan, speaking skills are knowledge of language forms and their meanings and the ability to use them when and to whom. Good speaking ability is a person's ability to convey information in good, correct and interesting language so that listeners can understand.[18] Nunan stated that speaking is a productive oral skill consisting of producing systematic verbal utterances to convey meaning. Speaking is also a person's ability to express ideas, thoughts, emotions and feelings and respond to what other people say orally.[19] Furthermore, Harmer stated that speaking is the ability to speak fluently which can be done if there are two or more people. Speaking using language for interaction and transactional purposes. It means that speaking is done by speakers and listeners who interact to convey or transfer information.[20]

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

---

[18] Sri Utari Subiyakto and Nababan, *Metodologi Pengajaran Bahasa*, Jakarta: Gramedia Pustaka Utama), 1993, 45.

[19] David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), 48.

[20] Jeremy Harmer, *How to Teach English (*London: Longman, 2007), 126.

2. The Types of Speaking

Brown states that speaking is a productive skill that can be observed directly and empirically, this observation is helped by the accuracy and effectiveness of the test takers' listening skills, which certainly sacrifices the reliability and validity of the oral production test. Speaking in class involves interaction between teacher and students or between students which depends on how class activities are organized. Brown further states that there are several basic types of speech as attend:[21]

a. Imitative

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

b. Intensive

   The creation of brief spoken language aimed to demonstrate competence in a small band of phonological, phrasal, and lexical links is the second form of speaking commonly utilized in assessment situations.

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

c. Responsive

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

d. Interactive

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

e. Extensive

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

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

3. The Aspects of Speaking

Based on the explanations of several experts about speaking skills, some students find it hard to practice English speaking because there are many components in the aspect of speaking skills. According to Harris

(1974) there are five components of speaking skill concerned with pronunciation, vocabulary, grammar, fluency, and comprehension.[22]

a. Pronunciation

Pronunciation is an action or result that produces the basis of speech, including articulation, stress, and intonation often with reference to some standard of truth or acceptance. Pronunciation is a way for students to produce spoken words clearly when they speak.[23] It means that pronunciation has an important role so that students can communicate effectively even though they have limited intonation, vocabulary and grammar pronunciation. Then pronunciation is a way for students to produce spoken words clearly when they speak.

b. Vocabulary

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

---

[22] Azlina Kurniati, Eliwarti, Novitri, "A Study on The Speaking Ability of The Second Year Students of SMK Telkom Pekanbaru" (Faculty of Teachers Training and Education of Riau University), 2015, 5.

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

c. Grammar

Grammar is the part of speaking that is used for system rules that make rules about how to use codes in talking to other people. Grammar is the main component of language. Grammar mediates between systems of sound or written symbols, on the one hand, and systems of meaning, on the other. Grammar is a systematic way of calculating and predicting a great speaker or listener's understanding of language.[24]

d. Fluency

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

e. Comprehension

Hornby states that comprehension is the ability to understand spoken English which aims to improve or test understanding in spoken written language. Comprehension serves to make it easier for listeners to capture information from the speaker. So, in speaking it can be

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

concluded that comprehension refers to the speaker's understanding of what they are saying to the listener to avoid misunderstanding the information.[25]

From the explanation above, it can be concluded that there are five components in speaking, that is pronunciation, vocabulary, grammar, fluency, and understanding.

C. The Concept of Speech Errors

1. The Definition of Speech Erros

Speech error is an error in speech production. Speech errors occur when there is a mismatch between what we want to say and what we really want to say.[26] Speech errors are done accidentally but they give us important information about how our brain works. Speech errors often occur when the speaker is nervous, tired, or anxious.

Mistake and error have different meanings. Many people are sometimes confused with the words mistake and error. Mistake is a presentation error that is an unplanned prediction, where known methods are not used correctly. Mistake usually refers to a choice that turns out to

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

[26] T. Harley, "Speech errors: Psycholinguistic approach" (In the Encyclopaedia of Language and Linguistics, 2nd Edition, Vol. 11, 2006), 739.

be wrong. The context of this one vocabulary is usually for unintentional mistakes and you know very well that the action is wrong. Native speakers are usually able to recognize and correct errors, which are not the result of a lack of competence, but the result of some kind of temporary disturbance or imperfection in the speech-producing process. But, errors are usually errors made due to lack of knowledge about it. Errors are mostly done unconsciously whereas errors are mostly made consciously and can be attributed to slipping of the tongue, and lack of confidence.[27]

The term speech errors refers to blunders in speaking that occur spontaneously. When a speaker is having trouble, speech mistakes arise. When a speaker comes to a halt in their speech, they must need the time to choose the right word to say.

According Levelt sates that speech errors have traditionally been used to provide evidence for models of speech production that utilize the constructs of linguistic theory as psychologically real components of linguistic.[28] Furthermore, Dardjowidjojo defines speech errors are errors made by the speaker which can be caused by slipping of the tongue or aphasia. Errors occur because the resulting speech is not what it actually wants to say and the brain is disturbed so it can't speak as desired.[29]

---

[27] Brown, H. Douglas, *Principles of Language Learning and Teaching*, (USA: Longman, 2007), 227

[28] Stefan A. Frisch and Richard Wright, "The Phonetics of Phonological Speech Errors: An Acoustic Analysis of Slips of the Tongue" (Journal of Phonetics, 2002), 139-140

[29] Soenjono Dardjowidjojo, *Psikolinguistik: Pengantar Pemahaman Bahasa Manusia* (Jakarta: Yayasan Obor Indonesia, 2003), 147.

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

From the explanation above, the researcher can conclude that many people still make speech errors. Speech errors happen to everyone when they are nervous, tired, or anxious.

2. The Types of Speech Errors

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

a. Silent pause

Silent pause is a period of silence, the speed of speech between words becomes stopped eliminating pauses not by shortening words. when the speaker is nervous and in doubt can take a silent pause.[30] But

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

not all silent pauses become doubtful, silent pauses are just pauses for articulation reasons when the speaker wants to take a breath. When the speaker is having difficulty in speaking, the speaker does it by eliminating the pause, not by shortening the word. The speaker does not speak at all but is silent to choose the right words to say in the next speech. This types of speech error silent pause is usually symbolized by [//].

For Example:

- Turn on // the light
- Please open // the door!
- Let's go to // the market!

b. Filled Pause

Filled pause is one that is filled with ah, eh, um, mm, or other similar words. Slow speakers fill in the spaces with phrases like 'eh', 'mm', 'uh' and the like.[31] Slow speakers are not fluent because they hesitate a lot in filling in the gaps, while fast speakers are fluent because they don't hesitate a lot in filling in the gaps. So filled pause occurs when a speaker stops speaking by utilizing the words 'mm' and 'uh' to indicate that he is postponing his speech. Pauses can help us

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

understand why the speaker pauses. This type of speech error is symbolized by […].

For Example:

- Turn on, mm… the light
- Please open, eh… the door!

c. Repeats

Repeats is a speech fault in which one or more words are repeated in a row. It is usually happened when people speak spontaneously and fast. They make repetitions of one or more word in row.[32] This types of speech error silent pause is usually symbolized by [/].

For Example:

- Turn on the light / the light
- Please open the door / the door!
- Let's go to the market / the market!

d. Retraced False Start

Retraced false start a corrected word also includes the repetition of one or more words before the corrected word. When speakers realize that they made a speech error, they correct their words. They make repetitions of one or more words before the

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

corrected word.[33] This types of speech error silent pause is usually symbolized by [/].

For Example:

- Turn on the fan / the light
- Please open the window / the door!
- Let's go to the hospital / to the market

e. Unretraced False Start

Untraceable false start occurs when the speaker is wrong in speaking. When speakers have speech errors they try to improve their sentences by correcting words. The speaker realizes that he made a mistake and the speaker continues to say the next word but does not repeat one or more words before being corrected. This types of speech error silent pause is usually symbolized by [//].

For Example:

- Turn on the fan // the light
- Please open the window // the door!
- Let's go to the hospital / to the market!

f. Correction

Correction occurs when the speaker stops in the middle of a sentence. The speaker may forget the exact words. Speakers in English have two fantastic tools for signaling why there is a pause: an interjection ("oh", "ah", "yah", etc). When a speaker commits this

[33] *Ibid*., 266.

error, he or she frequently utilizes terms like ("I mean, "good"). The word is employed to convey the meaning of the speaker.[34] Corrections are symbolized by [-].

For Example:

- Turn on the fan – I mean the light

g. Stutters

Stuttering is a speech error that occurs when the speaker feels tense, indecisive or nervous. Stuttering usually occurs because the speaker speaks quickly and is characterized by repeating a letter or syllable many times before before speaking the next word.[35] Stutters are symbolized by [- - -].

For Example:

- Turn on the l-l-l-light
- Please open the d-d-d-door!

h. Interjection

Interjections indicate that the speaker should stop to think about what to say next. To indicate why they should halt, the speaker uses a specific interjection. Interjections are used to break up a sentence ‘oh’, ‘ah’, ‘well’ and ‘say.[36] The signal ‘oh’ indicates the speaker has stopped and chooses the next word that can be mentioned.

[34] Clark, H. H. and Eve V. Clark, *Psychology and Language : An Introduction to Psycholinguistics* (New York: Harcout Brace Jovanovich, 1977), 267.

[35] Clark, H. H. and Eve V. Clark, *Psychology and Language : An Introduction to Psycholinguistics* (New York: Harcout Brace Jovanovich, 1977), 268.

[36] *Ibid*,. p.269.

The signal "ah" indicates that the speaker has forgotten and has just managed to remember what he wanted to say. Then The signal ‘well’ the speaker indicates the approximate word he wants. Then the signal ‘say’ indicates that it gives an example of who the speaker wants to be. Interjection usually symbolized by [>].

For Example:

- Well,> I have to go now.

i. Slips of Tongue

Slips of tongue is one of the most common speech errors in everyday life. Slips of the tongue often makes the tongue slip when speaking in front of a crowd. Many people may have experienced this phenomenon either consciously or not. Clark & Clark, stated that slips of the tongue can be divided into seven types, as follows: Anticipation, perseveration, reversal, blending, haplologies, misderivation, and substitution.[37] Slips of Tongue usually symbolized by [➔].

For example:

Error: Bake my bike

Target: Take my bike

From the explanation above, it can be concluded that speech errors according to Clark and Clark's theory have nine types. There are silent pause, filled pause, repeats, retraced false start, unretraced false start, correction, stutters, interjection, slips of tongue.

[37] *Ibid*., p. 270

3. The Causes of Speech Errors

According to Clark and Clark that there are three possible causes of speech errors are cognitive difficulty, anxiety, and social reasons.[38]

a. Cognitive Difficulty

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

b. Anxiety

Anxiety occurs when people are anxious and tense, so that the planning and execution of the conversation becomes less efficient and will result in more silent pauses and other speech errors. It may be very difficult to verbally express the anxious state they want to express, so they spend more time planning, searching for the right words.

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

c. Social Reasons

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

From the explanation above, it can be concluded that speech errors occur consciously or unconsciously. Errors occur when the speaker is nervous, anxious, tired, and insecure. Speech errors are caused by the entry of suppressed ideas from the subconscious, so that words are excluded from a person's conscious speech.

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

In this study, the researcher used qualitative research. Qualitative research as a scientific method is often used and carried out by a group of researcher in the social sciences, including education. Qualitative research is carried out to build knowledge through understanding and discovery. A qualitative research approach is a research and understanding process based on methods that investigate a social phenomenon and human problem.[39] It is based on a research focus to analyze errors in speech production.

The type of qualitative research used by researcher and characteristics in this research is a case study. Case study research is a qualitative approach in which the researcher collects detailed, in-depth data from multiple sources of information (e.g., observations, interviews, audiovisual material, documents and reports) over time to investigate a bounded system (a case) or multiple bounded systems (cases), and then reports a case description and case-based themes.[40]

Because this research uses qualitative research, the researcher must analyze how and why students' speech errors are pronounced. By using this

---

[39] Iskandar, *Metodologi Penelitian Kualitatif* (Jakarta: Gaung Persada, 2009), 11.

[40] John W. Creswell, *Qualitative Inquiry and Research Design* (USA: Sage Publications, 2007), 73.

method, it helps the researcher to identify and describe the data clearly. The researcher uses Clark and Clark's theory to identify speech errors and analyze the factors that influence speakers to produce speech errors.

B. Data Source

The researcher obtained data source from the results of observation, interview and documentation. In this research, the fifteen students from sixth semester of the English Education Department at IAIN Metro were asked to describe "Their most memorable experiences". Then the researcher asked about "What causes you to have speech errors". After that the researcher will observe, recording audio, take scripts and take pictures. Then analyze the speech errors that occur in students using the Clark and Clark's theory.

C. Data Collection Technique

1. Observation

Observation is a data collection method that uses direct and indirect observations.[41] This technique is done by making direct observations of speech errors that occur in students. Observations were made to find out and analyze speech errors that occurred in students.

Pre-observation, the researcher approached to get some important information to fulfill the next step in this research. The researcher asked

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

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

2. Interview

Interview is the interaction of two people to exchange information and thoughts through question and answer, so as to create meaning in a particular topic. Interviews are used as a data collection technique to find out things from more in-depth sources.[42] Interviews were conducted to analyze speech errors made by students. The researcher interviewed fifteen students from the sixth semester of the English Education Department at IAIN Metro. The researcher asked the students to describe about their most memorable experience and about the causes of speech errors.

3. Documentation

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

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

a. Audio Recording

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

b. Taking the Script

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

c. Taking the Pictures

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

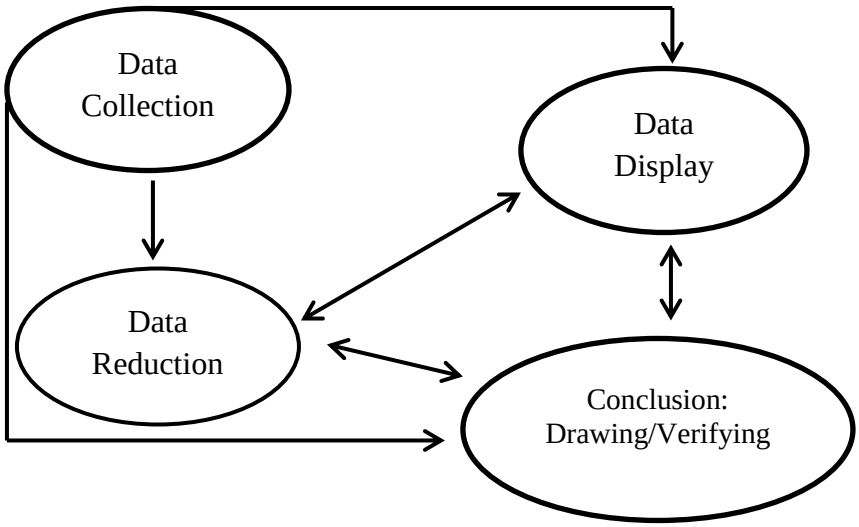
D. Data Analysis Technique

According to Miles & Huberman the analysis consists of activity lines that occur simultaneously, namely: data collection, data reduction, data display, and drawing conclusions/verification.[43]

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

Figure 3.1 :

The Component of Data Analysis (Interactive Model) By Miles and Huberman



The details of these four lines are as follows:

1. Data Collection

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

2. Data Reduction

Data reduction is part of the analysis. Data reduction is a form of analysis that sharpens, categorizes, directs, discards unnecessary, and organizes data in such a way that final conclusions can be drawn and verified. Therefore, the reduced data will provide a clearer picture.

Qualitative data can be simplified and transformed in various ways, namely: through rigorous selection, through summaries or brief descriptions, classifying them in a broader pattern, and so on.

The steps in this research are:

a. Classifying the results of documentation and interviews with students about their speech errors using Clark and Clark's theory.
b. The results of the documentation and interviews are converted into clear transcripts to make it easier to analyze speech errors.

3. Data Display

After the data is reduced, the next step is to display the data. Miles & Huberman defines a presentation as an organized collection of information that provides the possibility of drawing conclusions and taking action.[44] Presentation of data is a collection of information that is structured and provides the possibility to get conclusions and actions. By presenting data, the data will be organized. Therefore, it will make it easier to understand.

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

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

a) Displays data on documentation and interviews conducted and has been compiled into written text.
b) Displaying observational data about the analysis of students speech errors in Clark and Clark's theory.

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

4. Conclusion

The last step is conclusion/verification is refers to the process which are able to answer research questions and research objective. Conclusions can be in the form of a description or the description of an object that is still temporary, and will be changed if there is no strong evidence to support the next step of data collection. But, if the beginning conclusion is supported by valid proof and consistent, when the researcher back to the field, so the conclusion is credible.

CHAPTER IV

RESULTS AND DISCUSSION

A. Description of Research Setting

1. The Profile of IAIN Metro

a. Brief Story of English Education Department

STAIN Jurai Siwo Metro Campus has made significant progress. The only public campus in Metro City is an Islamic campus that is of interest to prospective students from various regions, both from Lampung and abroad. This is evidenced by the increasing number of prospective students enrolling at STAIN every year.

2016 was the year of the transition from STAIN to IAIN. This change in status is contained in Presidential Regulation No. 71 dated August 1, 2016, according to the Presidential Regulation, the establishment of IAIN Metro is a change in the form of the Jurai Siwo Metro State Islamic College (STAIN).

IAIN Metro has four faculties, namely (1) Tarbiyah and Teaching Training, (2) Syari'ah, (3) Islamic Announcement and Communication, (4) Islamic Economy and Business.

Tarbiyah and Teaching Training Faculty has four departments, they are: Islamic Education Department (IED), Arabic Education Department (AED), English Education Department (EED), Islamic

Elementary School Education Department (IESED). Afterwards, Syari'ah Faculty has three departments, they are; Ahwalusy Syakhsiyyah (AS), Syari'ah Economic Law (SEL), Islamic Banking (IB). cThen, Islamic Announcement and Communication Faculty has two departments, namely Islamic Announcement Communication (IAC) and Language and Arabic Literature (LAL). Islamic Economy and Business has two departments, namely Syari'ah Economic (SE), and Islamic Banking (IB).

The English Education Department program was opened in 2002 at the State Institute for Islamic Studies of Metro, starting with the Diploma 3 (D3) education program. The operational permit and legality of TBI are based on an explanation letter from the Director General of Islamic Education no. Dj. I/220.C/2007 in Jakarta on May 28th 2007. Based on the permit to administer the study program from the general director, TBI is located at State Institute for Islamic Studies of Metro Jl. Ki Hajar Dewantara 15A Metro City. Later in the same year, the strata 1 (S1) English Education Deparrment Program (TBI) was established.

b. Vision and Mission of Faculty of Tarbiyah and Teacher Training

1) Vision

In 2039 it will become a Superior and Innovative Faculty of Tarbiyah and Teacher Training in the implementation of the Tridarma of higher education based on Islamic values in the Southeast Asian region.

2) Mission

a) To produce educational graduates who excel intellectually, emotionally, and spiritually and have an entrepreneurial spirit;

b) Organizing quality education and teaching services and oriented to quality assurance;

c) Producing scientific works in the field of education and community service that are credible, actual, and useful for improving the quality of education and people's lives;

d) Develop a governance system for managing quality FTIK IAIN Metro by utilizing information technology systems and the community, and collaborating with various related parties in an effort to ensure the improvement of quality service quality.

2. The Facilities in IAIN Metro

There are facilities at IAIN Metro in supporting the lecturers and students in conducting the learning process. For getting the details of facilities, it can be shown in the table below: Lecturers' Unit, Faculty

Unit, Computer Laboratory Unit & BMT, Library Unit, Language Laboratory Unit, Micro-Teaching Laboratory, Islamic Development Unit, Classroom, Mosque, Futsal Field, Basketball Field, Wall Climbing Field, Volley Field, Tennis Field, Auditorium, Students Activities Unit, Students Committee Office, Office of University Head, Munaqosyah Building, Postgraduate Building, and Parking Place.

3. The Condition of Lecturers of TBI

The number of lecturers at the English Education Department of IAIN Metro for the 2021/2022 academic year is 18 lecturers. There are 5 lecturers have doctoral degrees (S3) and 13 lecturers have master's degrees (S2).

B. Results of The Research

Based on the research conducted by the researcher, the researcher collected speech errors produced by fifteen students from sixth semester students of the English Education Department at IAIN Metro. The data were taken from observations and in-depth interviews, to find out and identify the types of speech errors made by students and find out the possible factors that occur in students' speech errors when speaking English.

1. The Types of Speech Errors Made by Students of English Education Department at IAIN Metro

Clark & Clark divide the types of speech errors into nine, namely silent pause, filled pause, repeats, retraced false starts, unretraced false starts, corrections, stutters, interjections and slips of tongue.[45] The results of study based on the type of speech errors made by students described below:

Data 1 (NPA):

Table 4.1
Lists of Speech Errors Produced by NPA

No	Errors	Types of Speech Errors
1.	Vacation by visiting // several places	Silent Pause
2.	Last month ➔ last moon	Slips of Tongue
3.	We visited // was one of the zoo	Silent Pause
4.	Where ➔ were	Slips of Tongue
5.	Take pictures with my // many animals	Unretraced False Starts
6.	I saw many animals including *mmm* … monkeys, birds, deer, rabbits	Filled Pause
7.	And many / and many more	Repeats

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

Analysis:

In this data, errors obtained from NPA contain more than one speech error. The resulting speaking error is 2 silent pause, 1 filled pause, 1 unretraced false start, 1 repeats, and 2 slips of tongue. Students produce the speed of speech between words to stop so that they experience speech errors at silent pause. The word ***"mmm"*** said was considered a pause that was filled because students thought the words she wanted to express. It made ***"mmm"*** voice as a code when he was still thinking. Then in the word with **my // many animals** students experienced wrong in speaking and trying to correct the words. In the repetition of the word students produce repetitions in the word **"and many / and many more"**. Then students produce 2 speaking errors in the slips of tongue in the word **month** become **moon** and **where** become **were,** because the two words have different meanings.

Data 2 (RAP):

Table 4.2
Lists of Speech Errors Produced by RAP

No	Errors	Types of Speech Errors
1.	One of // my memorable experience	Silent Pause
2.	The scape -> shape of the monas	Slips of Tongue
3.	Climbed the monas	Slips of Tongue
4.	I being able	Slips of Tongue

No	Errors	Types of Speech Errors
5.	At that time and // it became one	Silent Pause

Analysis:

In this data students there are 2 silent pause and 3 slips of tongue in their speech errors. In the sentence **"you one of // my memorable experience"** and **"at that time and // it becomes one student experiences"** an error in a silent pause. Then there was a pronunciation error in the word "climbed" and "to" so it experienced a mistake in the slips of tongue.

Data 3 (NI):

Table 4.3
Lists of Speech Errors Produced by NI

No	Errors	Types of Speech Errors
1.	*mmm…* my name is	Filled Pause
2.	*mmm…* my classmate asked me	Filled Pause
3.	Project for *mmm…* scout's event	Filled Pause
4.	Event will be held // around 2 weeks	Silent Pause
5.	*mmm…* she told me	Filled Pause
6.	And then / and then	Repeats
7.	Everyone // looking at me	Silent Pause
8.	*mmm...* I think	Filled Pause
9.	*mmm…* I look	Filled Pause

No	Errors	Types of Speech Errors
10.	*mmm...* I just like	Filled Pause
11.	For // tomorrow event	Silent Pause
12.	I just like // oh my god	Silent Pause
13.	Because // when I	Silent Pause
14.	When I *mmm…* so	Filled Pause
15.	Everyone / everyone	Repeats
16.	Put there // uniform	Silent Pause

Analysis:

The researcher found 4 speech errors in students. Speech errors that often occur in silent pauses and filled pauses. While speaking, students are silent to think about the next word. Then the student also issued a lot of ***mmm...*** in her speaking, so that she produced filled pause. Speech errors made silent pause 6 times, filled pause 8 times, and repeats 2 times.

Data 4 (JH):

Table 4.4
Lists of Speech Errors Produced by JH

No	Errors	Types of Speech Errors
1.	*mmm…* before that	Filled Pause
2.	So *mmm…* my memorable	Filled Pause

No	Errors	Types of Speech Errors
3.	That *mmm...* when I	Filled Pause
4.	about / about	Repeats
5.	*mmm...* in front of public place	Filled Pause
6.	My bike ➔ bake	Slips of Tongue
7.	*mmm...* what happened	Filled Pause
8.	At the time // a lot of people	Silent Pause
9.	Help me / help me to get up	Repeats
10.	I didn't cry / cry at all	Silent Pause

Analysis:

In this data, JH make some speech errors such as silent pauses, filled pauses, repetitions, and slips of the tongue. The word ***mmm...*** is often done while speaking, resulting in speech errors in filled pause. Then there is a speech error on silent pause and repeat. The researcher also found an error in the slip of tongue, namely the word **bike** became **bake.**

Data 5 (MF):

Table 4.5
Lists of Speech Errors Produced by MF

No	Errors	Types of Speech Errors
1.	I want *mmm...* to tell	Filled Pause
2.	In // East Nusa Tenggara	Silent Pause
3.	From Airport - I mean from Juanda Airport	Corrections

No	Errors	Types of Speech Errors
4.	East Nusa Tenggara ➔ Est Nusa Tenggara	Slips of Tongue
5.	As the // hamlets	Silent Pause
6.	Also / also	Repeats
7.	Many ➔ money	Slips of Tongue
8.	Found ➔ fun	Slips of Tongue
9.	And // 3 hour	Silent Pause
10.	Has just save - Sorry seven traditional houses	Correction
11.	I stayed / I stayed	Repeats
12.	Island	Slips of Tongue
13.	*Ah*> it was	Interjection
14.	It was / it was	Repeats
15.	Could ➔ cold	Slips of Tongue
16.	And *mmm...* on the last	Filled Pause

Analysis:

In this data, the researcher found 6 speech errors in students. the first error is silent and produced the word ***mmm...*** so that there is an error in silent pause and filled pause and produces the word ***ah***> which is included from interjection. Then generate word repetitions and produce word corrections to replace previous words, which are considered to be misplanned. Then the last mistake on slips of tongue student made **money** become **many**, **found** become **fun**, **could** become **cold** and on the word **island** resulted in wrong pronunciation.

Data 6 (R):

Table 4.6
Lists of Speech Errors Produced by R

No	Errors	Types of Speech Errors
1.	To // tell about	Silent Pause
2.	It's happen // not to long	Silent Pause
3.	*mmm…* before we go	Filled Pause
4.	We have *mmm…* anything plan	Filled Pause
5.	*Ah>* yeah we are so random	Interjection
6.	*mmm…* so we go to the	Filled Pause
7.	In the lay / the way	Retracted False Starts
8.	We talk about // something that	Silent Pause
9.	And after that *mmm…* we decided	Filled Pause
10.	To continue *mmm…* to go	Filled Pause
11.	That's - I mean so memorable vacation	Correction

Analysis:

The researcher found several errors in silent pause 3 times, filled pause 5 times, Retraced False Starts 1 time, Interjection 1 time and correction 1 time. There are not many speech errors, only the ones that stand out still produce the words ***mmm…*** and the word ***ah>*** when speaking and produce word corrections on speech errors.

Data 7 (IN):

Table 4.7
Lists of Speech Errors Produced by IN

No	Errors	Types of Speech Errors
1.	I plan to go *mmm…* alone	Filled Pause
2.	I've been to the // metro	Silent Pause
3.	or the *mmm…* surrounding area	Filled Pause
4.	and // went everywhere	Silent Pause
5.	that I can *mmm…* enjoy	Filled Pause
6.	a va-va-cation	Stutters

Analysis:

In this data there are only 3 speech errors. First there were 3 silent pauses, then 3 times it produced the word ***mmm…*** including filled pauses and the last one produces speech that is stuttering when speaking, which is included in the speech error of stutter.

Data 8 (VS):

Table 4.8
Lists of Speech Errors Produced by VS

No	Errors	Types of Speech Errors
1.	When I was in // elementary school	Silent Pause
2.	At first not / nothing went wrong	Retraced False Starts
3.	Until we *mmm…* reached half way	Filled Pause

No	Errors	Types of Speech Errors
4.	*mmm…* thinking whether we should	Filled Pause
5.	If I turned / if I turned	Repeats
6.	*aaa…* so I decide	Filled Pause
7.	It was my // aunt's house	Silent Pause
8.	Continued *aaa…* to ride my bicycle	Filled Pause

Analysis:

The researcher found speech errors obtained from VS resulted in 4 speech errors. Speech errors made were 2 silent pauses, 4 filled pauses, 1 retraced false start and 1 repeats. Student produce more filled pause errors because they often use the word ***mmm….*** and produce pauses when speaking. Then retraced false starts because of the correction of a word and repeats the repetition of the word.

Data 9 (DPS):

Table 4.9
Lists of Speech Errors Produced by DPS

No	Errors	Types of Speech Errors
1.	I want to *mmm…* explain to	Filled Pause
2.	*mmm…* I think memorable experience	Filled Pause
3.	*mmm…* at the time	Filled Pause
4.	or *mmm…* you to know	Filled Pause

Analysis:

In this data, the researcher only found 1 type of speech error, namely in the filled pause 4 times. She produces the word ***mmm…*** while speaking from the beginning to the end of the story.

Data 10 (RY):

Table 4.10
Lists of Speech Errors Produced by RY

No	Errors	Types of Speech Errors
1.	Fact ➔ face	Slips of Tongue
2.	*Uncomfortable*	Slips of Tongue
3.	No skills at *all*	Slips of Tongue
4.	To *survive*	Slips of Tongue
5.	And learn *mmm…* even	Filled Pause
6.	There were ➔ where	Slips of Tongue
7.	Many ➔ money	Slips of Tongue
8.	It didn't *mmm…* feel like	Filled Pause
9.	It didn't feel like to ➔ felt	Slips of Tongue
10.	Seventh semester / seventh semester	Repeats
11.	The proposal *mmm…* with all the problems	Filled Pause
12.	To court will / with all	Unretraced False Starts
13.	I was *mmm…* right	Filled Pause
14.	But thank God ➔ good	Slips of Tongue

No	Errors	Types of Speech Errors
15.	*Realize* my father's dream	Slips of Tongue
16.	To see me *mmm…* graduate	Filled Pause
17.	It's not an easy ➔ east	Slips of Tongue
18.	Thing *mmm…* for me	Filled Pause
19.	To go *through*	Slips of Tongue
20.	Isn't right ➔ rice	Slips of Tongue

Analysis:

In this data, the researcher found 20 speech errors. Speech errors that are often made in slips of tongue. Student produce a lot of wrong word pronunciation so that they produce a lot of this type. Slips of tongue produced 12 times. Then the researcher also found the type of filled pause error, the presence of the word ***mmm…*** in speaking 6 times. Then there is an unretraced false start and there is a repetition of the word 1 time.

Data 11 (MO):

Table 4.11
Lists of Speech Errors Produced by MO

No	Errors	Types of Speech Errors
1.	*mmm…* today I will	Filled Pause
2.	Was // watching music concert	Silent Pause
3.	The guest stars *mmm…* Danilla Riyadi and Tulus	Filled Pause
4.	Because / because	Repeats

No	Errors	Types of Speech Errors
5.	Seeing / seeing	Repeats

Analysis:

From the beginning to the end of speaking the researcher only found 5 speech errors made by MO. Speech errors that occur are in silent pauses in 1 time, filled pauses in 2 times, and lastly repeats in 2 times.

Data 12 (DA):

Table 4.12
Lists of Speech Errors Produced by DA

No	Errors	Types of Speech Errors
1.	With Eid al-Fitr / Eid al-Fitr.	Repeats
2.	I got a lot of *mmm…* valuable and historic lessons	Filled Pause
3.	My family and I want / I went	Retraced False Starts
4.	Took *pictures*	Slips of Tongue
5.	And that's / that's for me	Repeats

Analysis:

In this data resulted in some speech errors. The resulting speech errors are 1 filled pause, 2 repeats, 1 retraced false starts, and 1 slips of tongue. Speech errors made by DA resulted in the word ***mmm…***, repetition of words, correcting wrong words and slips of tongue.

Data 13 (ZA):

Table 4.13
Lists of Speech Errors Produced by ZA

No	Errors	Types of Speech Errors
1.	*mmm…* on the new year's holidays 2021	Filled Pause
2.	*mmm…* we leave at 6 am	Filled Pause
3.	We stopped at the // supermarket	Silent Pause
4.	*mmm…* arriving there	Filled Pause
5.	In the // water on the beach	Silent Pause
6.	And then we / we change clothes	Repeats
7.	To have *mmm…* new year vacation	Filled Pause

Analysis:

The researcher found speech errors in ZA, namely silent pause, filled pauses, and repeats. Speech errors made 2 times of silent pause, 5 times of filled pause, and 2 of repeats

Data 14 (AF):

Table 4.14
Lists of Speech Errors Produced by AF

No	Errors	Types of Speech Errors
1.	My sister and // my parent	Silent Pause
2.	My parents want / went to my grandmother's	Unretraced False Starts
3.	*mmm…* there were a lot of people	Filled Pause

No	Errors	Types of Speech Errors
4.	Lot of people / lot of people	Repeats
5.	And mmm eat Eid snacks	Filled Pause
6.	*aaa…* before we decided to move	Filled Pause
7.	*aaa…* my sister suddenly said	Filled Pause
8.	*aaa…* We immediately went out	Filled Pause
9.	*aaa…* but are already	Filled Pause
10.	It's like / its look like old sandals	Retraced false Starts
11.	To my grands / to grandma's house,	Unetraced False Starts

Analysis:

In this data there are 11 speech errors. Student produce a lot of ***mmm…*** words in their speech. The error occurred 6 times of filled pause. Then there is a silent pause and repetition of words. The last one resulted in word corrections on retraced False Starts 2 times and Unretraced False Starts 1 time.

Data 15 (LA):

Table 4.15
Lists of Speech Errors Produced by LA

No	Errors	Types of Speech Errors
1.	My memorable experience in // Ramadan	Silent Pause
2.	On the first day of *mmm…* selling	Filled Pause
3.	The end of *mmm…* Ramadan	Filled Pause

No	Errors	Types of Speech Errors
4.	From selling puddings mmm… was enough	Filled Pause
5.	*mmm…* and I will do it	Filled Pause

Analysis:

From this data LA only made 5 speech errors. She made an error on silent pause because there was a pause while speaking. Then she produces a lot ***mmm…*** as 5 times in her speech so that there is a filled pause in her speech error.

The results in the observation table above show that in Data 1 to Data 15 there are nine types of speech errors made by sixth semester students of the English Education Department at IAIN Metro consisting of Silent Pause 25 times, Filled Pause 55 times, Repeats 16 times, Retraced False Starts 4 times, Unretraced False Starts 4 times, Corrections 3 times, Stutters 1 time, Interjections 2 times and Slips of Tongue 24 times. The most common types of speech errors made by students of English Education Department at IAIN Metro is filled pause.

2. The Causes of Speech Errors

Based on data from observations and in-depth interviews with respondents, it shows that fifteen students in English Education

Department at IAIN Metro experience speech errors. With this, the researcher analyzes the factors that causes of speech errors that affect the speech errors found by students using Clark and Clark's theory. Clark divides the possible causes of speech errors that affect speech errors into 3 types, namely cognitive difficulty, anxiety, and social reasons.[46]

a. Cognitive Difficulty

One of the possible causes of speech errors is cognitive difficulty when a person has difficulty remembering, has difficulty speaking fluently and takes a long time to make topic sentences using abstract words rather than concrete words. Cognitive difficulty can be thought of as planning a speech that is quite difficult to explain something and takes longer to choose the right words to explain. The results of interviews showed that students had difficulty speaking in remembering what they wanted to say so that they had difficulty speaking fluently. As the student said:

"Kesalahan berbicara terjadi karena faktor kesulitan memikirkan kata yang ingin di ucapkan karena takut salah". (R)

"Factor that I experienced in the difficulty of speaking in remembering what I wanted to say. Because I am not confident, I will also hesitate to speak English for fear of being wrong and not fluent". (JH)

"Ya, saya mengalami kesulitan berbicara bahasa inggris di depan orang banyak alasannya adalah karena kemampuan berbahasa

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

inggris saya masih kurang, sehingga saya mengalami kesulitan berbicara di depan orang banyak". (MF)

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

"I have difficulty speaking English fluently because I haven't mastered grammar and a lot of vocabulary". (VS)

"Faktornya karena saya hanya memiliki sedikit vocabulary, jadi ketika saya berbicara bahasa Inggris saya stuck dengan kata-kata itu dan membuat kesalahan, sehingga saya kesulitan berbicara dengan lancar". (RAP)

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

b. Anxiety

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

"Saya nervous ketika berbicara di depan orang banyak". (RAP)

"Yes I feel anxious, because when we talk in front of many people sometimes I am too nervous that I forget what I want to say or go blank".(JH)

"I am worried, because I am afraid of making mistakes when speaking English in front of many people and I am not confident because I feel that my English skills are not as good as others". (AF)

"I feel anxious, because I lack of confidence when I speaking English". (VS)

"Saya merasa cemas ketika berbicara bahasa Inggris di depan public karena saya menjadi ngeblank ketika melihat orang banyak". (NPA)

"Iya saya merasa cemas, sehingga saya merasa kesulitan ketika ingin berbicara". (IN)

"Saya merasa cemas untuk berbicara bahasa inggris karena speakingnya masih kurang bagus, kurangnya kosa kata, dan pronunciation yang tidak bagus". (DPS)

"I always have anxiety when I speaking English in front of many people, because my english is so bad and I don't have many vocabulary to speak English". (LA)

"I feel anxiety if it's impromptu without any preparations". (NI)

Feelings of anxiety, fear, and worry, affect students when speaking English in front of many people. This feeling bothers them and makes them uncomfortable. As some students pointed out, feelings of anxiety and worry stem from not being confident in speaking so they don't know what to say. And also students said:

"Ketika berbicara di depan publik secara spontan pasti cemas tetapi jika sudah mempersiapkan mau ngomong apa gak terlalu cemas karena sudah dipersiapkan sebelumnya". (ZA)

"Saya mengalami kesalahan pada saat saya merasa cemas. Kecemasan membuat saya takut untuk berbicara di depan orang banyak". (DA)

Based on the statement that students are in an anxious situation when they have to speak in front of a crowd spontaneously without preparation but if it has been prepared beforehand students will not feel anxious. And also student said:

"Tentu saya merasa cemas ketika berbicara di depan orang banyak karena saya selalu beranggapan bahwa mereka sedang mengoreksi setiap kata yang saya ucapkan dan saya beranggapan bahwa mereka lebih lancar berbicara bahasa inggris dari pada saya". (RY)

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

c. Social reasons

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

"Ketika berbicara saya takut karena banyak pasang mata yang memperhatikan saya dan takut membuat kesalahan yang akhirnya menjadi bahan tertawaan bagi teman teman saya". (MO)

"Yes, I feel doubtful, because I wonder if the words I said are right and I think that everyone will notice if I have made a mistake in placing my words". (NI)

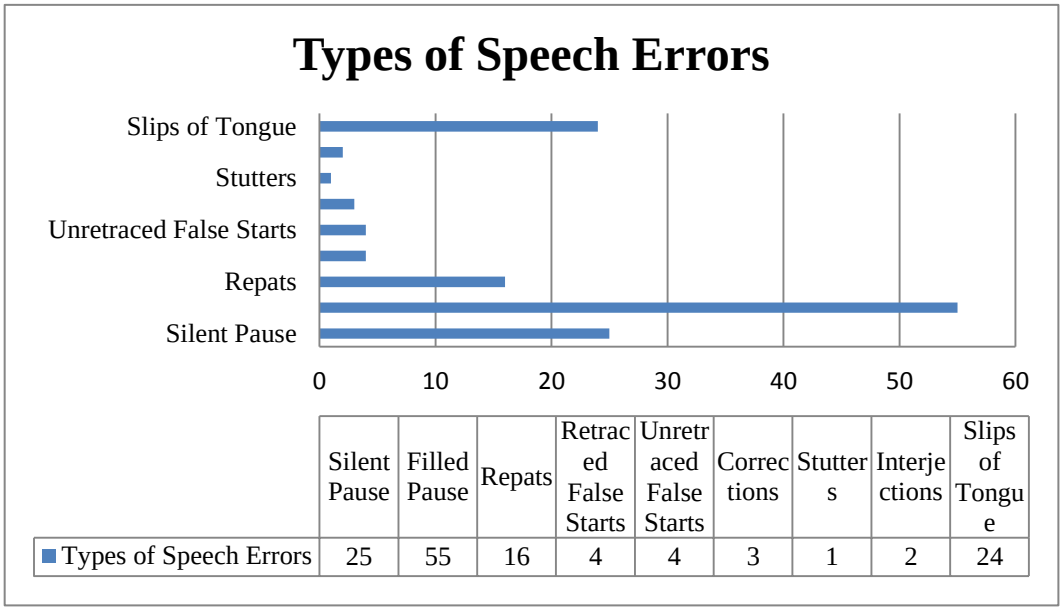
"Faktor yang saya alami karena adanya tekanan banyak orang sehingga saya cemas dan bingung mau berbicara apa". (IN)

Based on the above statement that students have difficulty in speaking English, because of the demands they get from many people for fear of making errors. Students also feel doubt if they speaking English and make errors and are laughed at by many people.

Based on this theory, it can be analyzed that the causes of speech errors made by sixth semester students of the English Education Department of IAIN Metro as many as 20 causes of speech errors contained in 3 kinds of factors that cause speech errors, namely cognitive difficulty, anxiety and social reasons.

C. Discussion

At this section the researcher will discuss the research results obtained. There are two research questions posed in this study. This research aims to determine the types of speech errors experienced by students of English Education Department at IAIN Metro and the factors that cause these speech errors. In fact, from the results of observations and in-depth interviews, students of the English Education Department at IAIN Metro experienced speech errors in English.



	Silent Pause	Filled Pause	Repats	Retraced False Starts	Unretraced False Starts	Corrections	Stutters	Interjections	Slips of Tongue
Types of Speech Errors	25	55	16	4	4	3	1	2	24

Figure 4.1 Types of Speech Errors

Based on the findings of the data above, from Data 1 to Data 15 conducted by sixth semester students of English Education Department at IAIN Metro, the researcher found that many students had speech errors in speaking English. The number of student errors is 136 errors from 9 types of speech errors according to Clark and Clark. The errors consist of Silent Pause 25 times, Filled Pause 55 times, Repeats 16 times, Retraced False Starts 4 times, Unretraced False Starts 4 times, Corrections 3 times, Stutters 1 time, Interjections 2 times and Slips of Tongue 24 times.

From the results above, the researcher also analyzed the factors that influence students in producing speech errors. Factors causing speech errors made by sixth semester students based on Clark & Clark's theory. Based on observations and in-depth interviews found cognitive difficulty, anxiety, and

social reasons found in students. There are 5 students experiencing cognitive difficulty, 12 students experiencing anxiety, and 3 students experiencing social reasons.

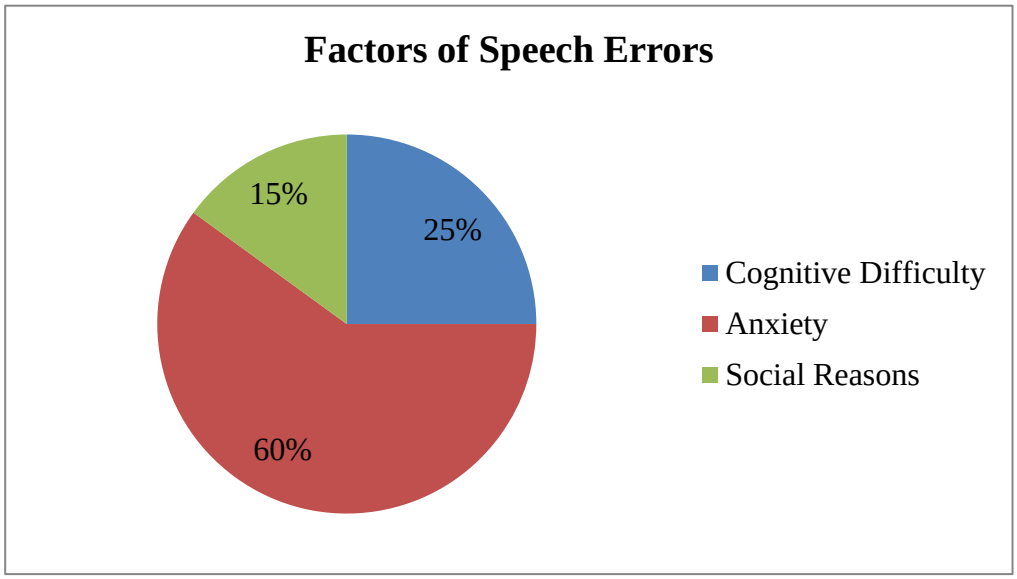


Figure 4.2 Factors of Speech Errors

In line with the picture above, the percentage of cognitive difficulty dominates the factors causing students' speech errors, then anxiety and then social reasons have the smallest percentage. The data shows that 25% of students experience cognitive difficulty in the factors that cause speech errors. Then 60% of students experience anxiety on the factors that cause speech errors. The remaining 15% of the factors that cause students speech errors are due to social reasons.

This is evidenced by the type of error that is often done is fill pause. The main factor that influences students in producing speech errors is cognitive difficulties. It can be seen that students have difficulty remembering, have difficulty speaking fluently and need time to think about the next word they want to say. This situation shows that it is not easy to speak perfectly and speak spontaneously without producing errors.

The results of this study are in accordance with the results found by Lusi Vera Sastra who also found that students had speaking errors in speaking English. Then in this research found the factors that cause speech errors made by students.

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

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings on psycholinguistic analysis of speech errors made by sixth semester students of English Education Department at IAIN Metro, the researcher concludes that:

1. The types of speech errors made by sixth semester students of English Education Department at IAIN Metro based on Clark & Clark's theory found 136 errors: namely Silent Pause 25 times, Filled Pause 55 times, Repeats 16 times, Retraced False Starts 4 times, Unretraced False Starts 4 times, Correction 3 times, Stutters 1 time, Interjection 2 times and Slip of Tongue 24 times and the most common speech error made by students is filled pause.
2. The factors that causes of speech errors made by sixth semester students of English Education Department at IAIN Metro based on Clark & Clark's theory found are cognitive difficulty, anxiety, and social reasons.

B. Suggestion

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

1. The Students

   The researcher suggested to the students to practice speaking English more often either alone or with their friends. This research can be input to improve their knowledge of English. They can also know what to do, so they can minimize their mistakes.

2. The Lecturers

   In this study the researcher found that students still had speech errors in speaking English. The researcher hopes that English lecturers can use this research as a reference in teaching spoken English. And lecturers can provide several solutions to students in minimizing speech errors in speaking English.

3. The Other Researchers

   In this research, it can be a reference for other researchers who analyze Speech Errors. For further researchers can obtain basic information from this research in conducting further research.

C. Recommendation

With reference to the research results and conclusions as stated above, there are several recommendations that need to be observed in an effort to improve students' English speaking skills. This is because there are factors that cause speech errors made by students.

Efforts to improve students' English speaking skills, IAIN Metro lecturers to students require cooperation between lecturers and students. Lecturers must prepare interesting materials to practice speaking skills and use digital media as learning media such as using native speakers as a reference to train students to speak English so that students of the English Education Department at IAIN Metro are more interested in honing their speaking skills.

For further research, it is necessary to improve further and in depth about the factors that can affect speech errors with different approaches, for example quantitative, substantive measurement of variables that are not based on the perception of a condition, needs to be developed to get more accurate results. And for the same approach, namely qualitative, so that it can be known more thoroughly and in depth about the factors that occur in students' speech errors.

BIBLIOGRAPHY

Abd El Fattah Torky, Shiamaa. *The Effectiveness of Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students*. Ain Sham: Ain Sham University. 2006.

Aitchison, Jean. *The Articulate Mammal: An Introduction to Psycholinguistics, Fourth edition*. London: Routledge. 1998.

Benati, Alessandro G. 2020. *Key Questions in language Teaching an Introduction*, Cambridge: Cambridge University Press. 2020.

Brown, H. Douglas. *Principles of Language Learning and Teaching*. USA: Longman, 2007.

Brown, H. D. & P. Abeywickrama. *Language Assessment: Principles and Classroom Practice 2nd edition.* New York: Pearson Education Inc. 2010.

Clark, Herbert H. and Eve V. Clark. *Psychology and Language: An Introduction to Psycholinguistics*. New York: Harcourt Brace Jovanovich. Inc. 1977.

Creswell, John W. *Qualitative Inquiry and Research Design*. USA: Sage Publications. 2007.

Dardjowidjojo, Soenjono. *Psikolinguistik: Pengantar Pemahaman Bahasa Manusia*. Jakarta: Yayasan Obor Indonesia. 2003.

Fauziati, Endang. *Readings on Applied Linguistics*, Surakarta: Era Pustaka Umum. 2009.

Frisch, Stefan A. and Richard Wright. "The Phonetics of Phonological Speech Errors: An Acoustic Analysis of Slips of the Tongue". Journal of Phonetics. 2002.

Greenbaum, S. & Nelson, G. An Introduction to English Grammar Second Edition. Essex: Longman. 2002.

Harmer, Jeremy. *How to Teach English.* London: Longman. 2007.

Hudson, Melanie W. and DeRuiter Mark. *Professional issues in speech-language pathology and audiology,* San Diego: Plural Publishing. 2021.

Iskandar. *Metodologi Penelitian Kualitatif*. Jakarta: Gaung Persada. 2009.

Klein, Harriet B. *Productive strategies for the pronunciation of early polysyllabic lexical items.* Journal of Speech, Language, and Hearing Research. 2001.

Krashen, Stephen D. *Second Language Acquisition and Second Language Learning.* University of Southern California. 2002.

Kurniati, Azlina, Eliwarti, Novitri. "A Study on The Speaking Ability of The Second Year Students of SMK Telkom Pekanbaru". Faculty of Teachers Training and Education of Riau University. 2015.

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

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

Nababan, Sri Utari Subiyakto. *Metodologi Pengajaran Bahasa*. Jakarta: Gramedia Pustaka Utama. 1933.

Nunan, David. *Language Teaching Methodology.* New York: Practice Hall International. 1991.

Nunan, David. *Practical English Language Teaching*. New York: McGraw Hill. 2003.

Putri, Claudya N. R. *Slips of Tounge of News Anchor*. Thesis. Universitas Islam Negeri Maulana Malik Ibrahim. 2015.

Riyanto, Yatim. *Metodologi Penelitian Pendidikan*. Surabaya : Penerbit SIC. 2010.

Sastra, Lusi Vera. *Grammatical Error Analysis on the Spontaneous Speech Produced by Students of English.* Thesis. Universitas Brawijaya. 2014.

Singleton, Nina C. and , Brian B. Shulman. *Language Development: Foundations, Processes, and Clinical Applications.* Burlington, MA: Jones & Bartlett Learning; 3rd edition. 2010.

Solcova, Bc. Petra. *Teaching Speaking Skills*. Masaryk University Faculty of Arts. 2011.

Steinberg, D. D., Nagata, H., & Aline, D. P. *Psycholiguistics: Language, mind, and world.* Routledge. 2013.

Sugiyono. *Metode Penelitian Kualitatif, Kuantitatif dan R&D*. Bandung: Alfabeta. 2016.

Su-Hie Ting, Mahanita Mahadhir, Siew-Lee Chang. *Grammatical Errors In Spoken English of University Students in Oral Communication Course,* GEMA Online Journal of Language Studies 53, Vol.10(1). 2010.

T. Harley. "Speech errors: Psycholinguistic approach". In the Encyclopaedia of Language and Linguistics, 2nd Edition, Vol. 11. 2006.

Zulaiha, Siti & Rohmani Nur Indah. "Slip of the Tongue in Barack Obama Interview at the Axe File",. Project: Professional Journal of English Education, Vol 4. 2021.

APPENDICES

The Data Pre-Survey

The Result Data of Interview

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

ANSWER!
Name : IN Student Number : 1901051032 1. Sure. Whether consciously or unconsciously, when I speak, of course, I make a speech error. 2. Sometimes I notice it when I speak. However, this is not always the case. Sometimes I don't even realize it because it happens naturally. 3. I feel guilty when I make a mistake. If I do that consciously, then I'll try to fix it. However, considering that speech errors are natural, everyone must have made speech errors too. 4. By becoming more confident, not afraid of making mistakes, and also by improving speaking skills so that we know what we are going to say.

ANSWER!
Name : SAR Student Number : 1901052030 1. Yes, sometimes I have speech error when I speak. 2. Sometimes, I don't know I've made a speech error or not, I just speak what's on my mind. 3. If I am aware I will hesitate and repeat what I said but if not I will just continue what I said. 4. I have to learn about grammar and public speaking.

Source: from data pre-survey of the sixth semester of English Education Department at IAIN Metro.

Table

The Classification of Speech Errors Made by Students

No	Initial Name	Types of Speech Errors								
		Silent Pause (//)	**Filled Pause (…)**	**Repeats (/)**	**Retraced False Starts (/)**	**Unretraced False Starts (//)**	**Corrections (-)**	**Stutters (- - -)**	**Interjections (>)**	**Slips of Tongue (➔)**
1.	NPA	2	1	1	-	1	-	-	-	2
2.	RAP	2	-	-	-	-	-	-	-	3
3.	NI	6	8	2	-	-	-	-	-	-
4.	JH	2	5	2	-	-	-	-	-	1
5.	MF	3	2	3	-	-	2	-	1	5
6.	R	3	5	-	1	-	1	-	1	-
7.	IN	2	3	-	-	-	-	1	-	-
8.	VS	2	4	1	1	-	-	-	-	-
9.	DPS	-	4	-	-	-	-	-	-	-
10.	RY	-	6	1	-	1	-	-	-	12
11.	MO	1	2	2	-	-	-	-	-	-
12.	DA	-	1	2	1	-	-	-	-	1
13.	ZA	2	4	1	-	-	-	-	-	-
14.	AF	1	6	1	1	2	-	-	-	-
15.	LA	1	4	-	-	-	-	-	-	-
Total		**27**	**55**	**16**	**4**	**4**	**3**	**1**	**2**	**24**

Transcript from Recording of the Students Speech Errors

Data 1 NPA

Here I will tell you a little memorable experience in my life, namely when my family and I went to vacation by visiting several places last month, the first destination we visited was one of the zoos in Lampung, I was very happy because my family and i were able to take pictures with many animals and feeding animals, in the zoo I saw many animals including monkeys, birds, deer, rabbits, and many more. After that we went to the marina beach. My sister and I played on the beach and took pictures, while my family prepared food for us for lunch while singing on the beach. After we spent time on the beach we finally went home but we stopped at one of the restaurants for dinner. The experience was very memorable for me and i will never be forgotten.

Data 2 RAP

Hi, here I wont to tell you one of my memorable experience in my life, the experience is when I'm 12 years old and my family I went vacation to Jakarta, we went by ship and this the first for me. The ship along the way, I was very happy because I could see the beautiful view, when we arrived in Jakarta Monas was the first destination we visited, it turned out that the shape of the Monas usually only see it in television actually this is one of my dream for see monas and now my dream come true, we walked around the Monas and climbed the Monas there I being able to

see the beautiful night view in Jakarta with my beloved family, I was very happy at that time and it became one of the most memorable experiences for me.

Data 3 NI

Hello good morning everyone, my name is Nurul Isnaini from class A. Here I would like to tell you all my memorable experience. Back then when I was in my senior high school, my classmate asked me to help her to do her project. It was about a project for scout's event, that event will be held around 2 weeks ahead. I couldn't say no so I said yes.

Long short story she told me to came at the day 1 to help her. Then I went to the school in the morning. And when I arrived, everyone looking at me weirdly. I was wondering "am I looked that weird or something?", I just ignored that and looked for my friend. When she saw me she was sturttled and said "Why you wearing that?" "What? It is scout uniform right?" "No, girl you shouldn't wear. You should have wear that for tomorrow, not now. Everyone does that too". At that time, I just realized that nobody wears scout uniform they all put a casual clothes on their body. And I was like kill me already. And that's why people always stared at me weirdly all day long and also not just her but all the seniors said that too whenever they saw me. Ughh that was so embarrassing. And the end of the story, thank you for listen my story.

Data 4 JH

Here I'd like to tell you about my memorable experience but before that I would like to introduce myself first, my name is Jihan Lestari, I am from IAIN Metro Majoring English Dapartement semester 6th class A. So my memorable experience happened when I was 10 years old, but before that when I was kid my father always told me about how I not allow to cry in front of public place, and I was 10 years old I was riding my bike with one of my friends, I was at a road that full of stone, I was really know what happened but for sudden I fell from the bike and I already on the ground. At the time a lot of people help me to get up. And because I always got tell that I can't cry in the public I didn't cry at all, I was hold myself to not cry so hard. But when I arrived house I cried so hard just in front of my parent. That memory would never gone from my mind. That all about my memorable experience, thank you.

Data 5 MF

I started my vacation earlier this year by visiting many towns in Indonesia, one of which was East Nusa Tenggara. beginning at dawn departure from Juanda Airport in Surabaya to Komodo Airport in East Nusa Tenggara The first place I went was Wae Rebo, also known as the hamlet above the clouds since it is located 1,200 (one thousand two hundred) feet above sea level and takes two hours to get, although I took three hours because it was my first hiking. There are many views on the road to

Wae Rebo that are not found anywhere else, and the 3 hour trek is paid for with views of heaven on earth. Wae Rebo itself has just 7 traditional houses.

I traveled to Labuan Bajo after spending one day and one night in Wae Rebo. I stayed at Ayana Komodo Resort in Labuan Bajo, which is directly on the beach. In addition, I went sailing for one day and one night and visited Padar Island. It was sad that I could not meet the famous animal of East Nusa Tenggara, the Komodo dragon, at the moment. On the final day, I slept at a local collection hotel.

Data 6 R

I would like to tell my memorable experience. When I and my family decided go to our grandpa's house. I went with my parents and my uncle. Before we go we have a plan anything to grandpa's house, but in the middle of the road we decided to go beach. Yeah we have so random. So we decided go to the beach and actually it's memorable because after a long time we go together. The road on the way we talk about something that I don't know I think it's unnecessary we talk about everything about any problem in my school or we comment about what people do or what people where in the way and that so memorable. After that decided to continue to go to my granpa's house that so simple. I think short vacation that so memorable for me and I will never forget it. That's all that I can tell you of my memorable experience.

Data 7 IN

I have two days to go anywhere and I have decided to go to Bandar Lampung. I plan to go alone and have some quiet time to myself. I've been to the metro before so I know very well what I want to do and where to go. I booked a very good Hotel which has a lot of charm in the Hotel or the surrounding area. I didn't plan to spend hours on the road going places, so I just picked a place and went everywhere on foot. I enjoyed the Hotel pool, spent the day in the gym and spa, the Hotel food was great too. My hotel has several performing arts that I can enjoy without having to travel far. I think staying in a good hotel can also be a good choice to spend a vacation and can improve mental health.

Data 8 VS

I would like to tell about my memorable experience. When I was in elementary school, it was third grade I guess. I experienced a memorable experienced a memorable incident. It happened when I was going home after the school was over. I rode my bicycle to went home with my friends and also my sister. At first, nothing went wrong. We rode our bikes slowly while conversing. We passed houses, rice fields and irrigation canals. Until we reached half way, we saw a buffalo. The buffalo had no one to guard him and was not tied to a rope either. We topped riding our bikes, thinking whether we should pass the buffalo or not. However, there is no other way so we still have to go through it. We ride bikes with very slowly, trying not to

disturb the buffalo. But, it turned out that the buffalo was still disturbed and began to chase us. Of course we were scared and immediately rode he bike very fast. Sadly, I was left alone. My sister next to the houses. So, I continued to ride the bike very, very fast. The, I saw a bend and I turned, thinking if I turned the buffalo wouldn't chase me anymore. But I was wrong, the buffalo kept chasing me and I should ride my bike faster and faster. However, if I continue to walk straight then I will meet a grave. Of course I didn't want to because I was afraid. So, I decided to turn into a house, it was my aunt's house. In front of her house there was an irrigation canal with a bridge made of boards. When I crossed the small bridge, I slipped and fell into the irrigation canal with a bridge made of boards. When I crossed the small bridge, I slipped and fell into the irrigation canal. Of course, the noise of the bicycle and me falling into the irrigation canal made my aunt and uncle immediately approach and help me. And yeah I was crying hard. Finally, I found out that the buffalo actually belonged to my uncle. So, yeah I was chased by the buffalo and instead continued to ride my bicycle to the buffalo' house.

Data 9 DPS

So today I want to explain my memorable experience. I think my memorable experience when I was in high school. At the time, in the first grade of high school. I was like to do be a member of the School Students Organization or we to know the name is OSIS. I was also choosen to be one host of the at every school event . I was

also given the opportunity to be the head the scientifict work extraculiculer. I think that all about one of my memorable experience.

Data 10 RY

Long story short who from the beginning entered college, felt uncomfortable with the English department where in fact I had no skills at all in the English department, but over time I kept trying to survive and learn even though sometimes there were many ups and downs within myself, one day it didn't feel like I had passed the 7th semester in lectures and the day where I was determined to do my best to complete the proposal with all the problems that existed in my family and others "that hindered the work of the proposal, but finally I was able to finish it and I was determined to go to court with all the shortcomings that I had. I have it, and when I took the Sempro exam, I was right, it was down by the lecturer, but thank God, I am still determined until now to graduate from college and realize my father's dream, who wants to see me graduate. It's not an easy thing for me to go through when what we want isn't right, but I always remember that if our intentions are good, Allah will also help us.

Data 11 MO

Today I will tell a story about my memorable experience. The most memorable experience for me was watching a music concert. At the time the guest

starts were Danilla Riyadi and Tulus but what I'm waiting for Tulus, because he is my idol . I was very happy to see Tulus even if not up close. Seeing him sing is very imppresive. The atmosphere at the time was very excited because I came together with my friends. So that's all my memorable experience.

Data 12 DA

My memorable experience was to go to my hometown which is Bengkulu city. at that time I was sitting in junior high school then coincided with Eid al-Fitr. at that time all the family was still complete and I was very happy because it had been a long time not going back to my hometown, there me and my extended family went to several historical places in Bengkulu, namely Bung Karno's House, Fatmawati's Mother's House, and the Malioboro fort in Bengkulu , there I got a lot of valuable and historic lessons from these places. Then finally my family and I went to one of the beaches in Bengkulu and we ate together and took pictures. that's for me, my memorable experience.

Data 13 ZA

I wanna to tell you about my interesting experience. On the New Year's holiday 2021, my extended family and I vacationed at Semukuk Beach in Kalianda. We leave at 6 am. On the way we stopped at the supermarket to buy something and waited for the rest of the family. After that we continue our journey together. We spent

approximately 3 hours to get to the beach. Arriving there we took photos together with a very beautiful beach view. After that we all together first before playing in the water on the beach. After that we change clothes and play water on the beach together. Long story short, it’s already late in the afternoon. It’s time for us to go home. It was a very interesting experience being able to have a New Years’s vacation with a big family.

Data 14 AF

On the first day of Eid, my sister and my parents went to my grandmother's house. It's like a tradition that on the first day of Eid, before going to another relative's house, we have to go to grandma's house. In the afternoon, we went to a relative's house, there were a lot of people there. We had a chance to sit, chat, and eat Eid snacks there before we decided to move to another relative's house.

When I just left the door, my sister suddenly said "Where are my sandals? My sandals aren't there." She said that with a confused face, automatically we were also confused about what really happened. We immediately went out to see what was going on. And it turns out that my sister's sandals are no longer there. But what's surprising is that there is a pair of sandals that are exactly like my sister's but are already in a state of peeling off the surface of the sandals, like old sandals. While my sister's is still new, really new.

There my sister was crying, she was crying with frustration because her new sandals were swapped for worn-out sandals. Finally she didn't want to wear the sandals and we went straight back to grandma's house, my sister's mood was really messed up at that time. We also had time to look for and ask about sandals to anyone who had come to the house. However, it has not been found, until today, until this moment the sandal has not been found.

Data 15 LA

My memorable experience during Ramadan I sell pudding with friends to break the fast.On the first day of selling, many people came to my shop because the shape of the pudding that I sold was very attractive and had a lot of flavors.I sell pudding until the end of Ramadan. My income from selling puddings was enough to buy me a new wallet. I will never forget the experience of selling pudding and I will do it in Ramadan next year with my friends again.

LIST OF INTERVIEW STUDENTS

Name :

Direction **:** - Please answer the questions based on your opinion!
- Please answer the question clearly!

1. Do you have errors when speaking English?

   _____

   _____

2. In your opinion, what are the factors that cause you to have English speaking errors?

   _____

   _____

3. Do you have difficulty when you have to speak English in front of many people / public? And why?

   _____

   _____

4. Do you feel anxious when speaking in public? And why?

   _____

   _____

5. Do you feel doubtful and not confident when speaking in public? And why?

   _____

   _____

6. When you are speaking, do you realize when you have a speech errors?

   _____

   _____

7. How do you deal with it so that you don't experience the speech errors?

   _____

   _____

LIST OF INTERVIEW STUDENTS

Name : NPA

Direction :
- Please answer the questions based on your opinion!
- Please answer the question clearly!

1. Do you have errors when speaking English?

   Answer:

   Ya tentu, saya banyak mengalami kesalahan berbicara bahasa inggris.

2. In your opinion, what are the factors that cause you to have English speech errors?

   Answer:

   Faktor yang membuat saya mengalami kesalahan bicara bahasa inggris adalah saya tidak mengerti grammar dalam bahasa inggris, dan nervous ketika berbicara bahasa inggris.

3. Do you have difficulty when you have to speak English in front of many people / public? And why?

   Answer:

   Ya, saya kesulitan dalam berbicara depan publik karena saya menjadi ngeblank ketika melihat orang banyak.

4. Do you feel anxious when speaking in public? And why?

   Answer:

   Ya saya merasa cemas ketika berbicara bahasa inggris di depan publik karena saya takut melakukan kesalahan dan ditertawakan banyak orang.

5. Do you feel doubtful and not confident when speaking in public? And why?
   Answer:
   Ya, saya merasa tidak percaya diri.

6. When you are speaking, do you realize when you have a speech errors?
   Answer:
   Saya harus lebih banyak berlatih berbicara bahasa inggris seperti di kaca.

7. How do you deal with it so that you don't experience the speech errors?
   Answer:
   Saya harus lebih banyak berlatih berbicara bahasa inggris seperti di kaca.

LIST OF INTERVIEW STUDENTS

Name : RAP

Direction :
- Please answer the questions based on your opinion!
- Please answer the question clearly!

1. Do you have errors when speaking English?

   Answer:

   Iya, saya memiliki kesalahan ketika berbicara.

2. In your opinion, what are the factors that cause you to have English speech errors?

   Answer:

   Faktornya karena saya hanya memiliki sedikit vocabulary, jadi ketika saya berbicara bahasa Inggris saya stuck dengan kata-kata itu dan membuat kesalahan, sehingga saya kesulitan berbicara dengan lancar.

3. Do you have difficulty when you have to speak English in front of many people / public? And why?

   Answer:

   Ya, saya mengalami kesulitan karena terkadang saya nervous.

4. Do you feel anxious when speaking in public? And why?

   Answer:

   Iya, saya nervous ketika berbicara di depan orang banyak

5. Do you feel doubtful and not confident when speaking in public? And why?
   Answer:
   Iya karena saya tahu kemampuan berbhasa ingggris saya masih jelek jadi itu membuat saya tidak percaya diri.

6. When you are speaking, do you realize when you have a speech errors?
   Answer:
   Terkadang saya tidak sadar jika membuat kesalahan dalam berbicara.

7. How do you deal with it so that you don't experience the speech errors?
   Answer:
   Biasanya untuk mengatasi itu biasanya saya latihan dulu sebelum berbicara.

LIST OF INTERVIEW STUDENTS

Name : NI

Direction :
- Please answer the questions based on your opinion!
- Please answer the question clearly!

1. Do you have errors when speaking English?

   Answer:

   Yes, sometimes I made an error.

2. In your opinion, what are the factors that cause you to have English speech errors?

   Answer:

   I think it is because of me confused about the grammar or sometimes because of my limitations vocabulary.

3. Do you have difficulty when you have to speak English in front of many people / public? And why?

   Answer:

   Yes, I do find it difficult to speak in public.

4. Do you feel anxious when speaking in public? And why?

   Answer:

   Yes, I do feel anxiety if it's impromtu without any preparations.

5. Do you feel doubtful and not confident when speaking in public? And why?
   Answer:
   Yes, I feel like is this the right word to express this? Is everyone would notice if I have made mistaken in putting my words?.

6. When you are speaking, do you realize when you have a speech errors?
   Answer:
   Yes, sometimes i notice it.

7. How do you deal with it so that you don't experience the speech errors?
   Answer:
   Practice speaking English more.

LIST OF INTERVIEW STUDENTS

Name : JH

Direction :
- Please answer the questions based on your opinion!
- Please answer the question clearly!

1. Do you have errors when speaking English?

   Answer:

   Yes, of course I have errors when speaking English and it can be said often. Because English is a second language, speaking mistakes are natural. Sometimes errors occur in pronunciation, vocabulary, and grammar.

2. In your opinion, what are the factors that cause you to have English speech errors?

   Answer:

   Factor that I experienced in the difficulty of speaking in remembering what I wanted to say. Because I am not confident, I will also hesitate to speak English for fear of being wrong and not fluent.

3. Do you have difficulty when you have to speak English in front of many people / public? And why?

   Answer:

   Of course, speaking in front of many people requires a lot of confidence, and also because in front of many people I feel doubtful and afraid of being wrong. These things are worrying because we have to convey to many people and are afraid that others will not understand what we are saying.

4. Do you feel anxious when speaking in public? And why?
   Answer:
   Yes, I feel anxious. Because when we talk in front of many people sometimes I am too nervous that I forget what I want to say or go blank.

5. Do you feel doubtful and not confident when speaking in public? And why?
   Answer:
   Yes, I have doubts. For fear of making mistakes so that people laugh at them or what we say is not conveyed properly.

6. When you are speaking, do you realize when you have a speech errors?
   Answer:
   Sometimes I realize. When I realize when I made a mistake, I try to fix it as much as I can, but if I can't, I'll just skip it.

7. How do you deal with it so that you don't experience the speech errors?
   Answer:
   As much as possible with a lot of practice and also increase self-confidence by making it a habit to interact with others.

LIST OF INTERVIEW STUDENTS

Name : MF

Direction :
- Please answer the questions based on your opinion!
- Please answer the question clearly!

1. Do you have errors when speaking English?

   Answer:

   Yes.

2. In your opinion, what are the factors that cause you to have English speech errors?

   Answer:

   Kurangnya penguasaan kosa kata pada diri saya, dan kurang banyak berlatih.

3. Do you have difficulty when you have to speak English in front of many people / public? And why?

   Answer:

   Ya, saya mengalami kesulitan berbucara bahasa inggris di depan orang banyak alsannya adalah karena saya kurang percaya diri karena saya rasa kemampuan berbahasa inggris saya masih kurang.

4. Do you feel anxious when speaking in public? And why?

   Answer:

   Ya, alasannya sama karena saya kurang percaya diri karena saya rasa kemampuan berbahasa inggris saya masih kurang.

5. Do you feel doubtful and not confident when speaking in public? And why?
   Answer:
   Ya, karena pemahaman bahasa inggris saya masih kurang.

6. When you are speaking, do you realize when you have a speech errors?
   Answer:
   Sometimes saya sadar, tetapi beberapa waktu saya tidak sadar saat melakukan kesalahan tetapi saya menyadari bahwa saya melakukan kesalahan.

7. How do you deal with it so that you don't experience the speech errors?
   Answer:
   Saya akan melakukan latihan speaking dan lebih banyak mempelajari banyak vocabulary.

LIST OF INTERVIEW STUDENTS

Name : R

Direction :
- Please answer the questions based on your opinion!
- Please answer the question clearly!

1. Do you have errors when speaking English?

   Answer:

   Iya, saya memiliki kesalahan.

2. In your opinion, what are the factors that cause you to have English speech errors?

   Answer:

   Kesalahan berbicara terjadi karena faktor kesulitan memikirkan kata yang ingin di ucapkan karena takut salah.

3. Do you have difficulty when you have to speak English in front of many people / public? And why?

   Answer:

   Iya, saya sangat mengalami kesulitan jika di depan orang banyak.

4. Do you feel anxious when speaking in public? And why?

   Answer:

   Ketika berbicara di depan publik secara spontan pasti cemas, tetapi jika sudah mempersiapkan mau ngomong apa gak terlalu cemas karena sudah dipersiapkan sebelumnya.

5. Do you feel doubtful and not confident when speaking in public? And why?
   Answer:
   Tidak, saya merasa percaya diri jika sudah tau ingin berbicara apa sehingga saya tidak merasa ragu.

6. When you are speaking, do you realize when you have a speech errors?
   Answer:
   Terkadang menyadari.

7. How do you deal with it so that you don't experience the speech errors?
   Answer:
   Cara mengatasasinya lebih banyak menghafal kosa kata dan berlatih berbicara bahasa inggris

LIST OF INTERVIEW STUDENTS

Name : IN

Direction :
- Please answer the questions based on your opinion!
- Please answer the question clearly!

1. Do you have errors when speaking English?

   Answer:

   Ya, saya mengalami kesalahan ketika berbicara bahasa Inggris.

2. In your opinion, what are the factors that cause you to have English speech errors?

   Answer:

   Faktor yang saya alami karena adanya tekanan banyak orang sehingga saya cemas dan bingung mau berbicara apa.

3. Do you have difficulty when you have to speak English in front of many people / public? And why?

   Answer:

   Iya saya sangat mengalami kesalahan karena saya sangat cemas ketika berbicara di depan org banyak.

4. Do you feel anxious when speaking in public? And why?

   Answer:

   Iya saya merasa cemas, sehingga saya merasa kesulitan ketika ingin berbicara.

5. Do you feel doubtful and not confident when speaking in public? And why?
   Answer:
   Iya, saya tidak percaya diri sehingga saya ragu ingin berbicara apa.

6. When you are speaking, do you realize when you have a speech errors?
   Answer:
   Terkadang saya menyadarinya.
   .
7. How do you deal with it so that you don't experience the speech errors?
   Answer:
   Dengan cara memperbanyak latihan berbicara bahasa inggris.

LIST OF INTERVIEW STUDENTS

Name : VS

Direction :
- Please answer the questions based on your opinion!
- Please answer the question clearly!

1. Do you have errors when speaking English?

   Answer:

   Yes of course, I often the error or mistake when speaking English.

2. In your opinion, what are the factors that cause you to have English speech errors?

   Answer:

   Yes, I have. I haven't master the grammar and a lot of vocabularies.

3. Do you have difficulty when you have to speak English in front of many people / public? And why?

   Answer:

   Yes, I do, because I'm afraid to make mistake in front of many people.

4. Do you feel anxious when speaking in public? And why?

   Answer:

   Yes. I feel anxious, because I lack of confidence when i speaking English.

5. Do you feel doubtful and not confident when speaking in public? And why?

   Answer:

   Yes I do. I'm afraid if people judge me if I make mistakes.

6. When you are speaking, do you realize when you have a speech errors?
   Answer:
   Sometimes yes sometimes not.

7. How do you deal with it so that you don't experience the speech errors?
   Answer:
   Usually I watch video Youtube conversation video made by native speakers and I try to followed and practice speaking.

LIST OF INTERVIEW STUDENTS

Name : DPS

Direction :
- Please answer the questions based on your opinion!
- Please answer the question clearly!

1. Do you have errors when speaking English?

   Answer:

   Yaa.

2. In your opinion, what are the factors that cause you to have English speech errors?

   Answer:

   Faktor karna tidak percaya diri, kurang memperbanyak kosa kata, dan kurang pronunciation dan grammar.

3. Do you have difficulty when you have to speak English in front of many people / public? And why?

   Answer:

   Saya kurang percaya diri karena takut salah dan speakingnya masih kurang bagus.

4. Do you feel anxious when speaking in public? And why?

   Answer:

   Yes, saya cemas karena saya takut untuk berbicara karena kurangnya kosa kata dan pronunciation yang tidak bagus.

5. Do you feel doubtful and not confident when speaking in public? And why?
   Answer:
   Saya tidak percaya diri karena saya masih takut berbicara takut salah dalam grammar dan kurangnya kosa kata.

6. When you are speaking, do you realize when you have a speech errors?
   Answer:
   Saya tidak sadar, saya sadar ketika berbicara sudah selesai. Saya sadar jika grammar salah dan pronunciation yang salah.

7. How do you deal with it so that you don't experience the speech errors?
   Answer:
   Maybe I learn about English with many vocab and listening dan berlatih bersama teman dan memberanikan saya percaya diri agar tidak cemas.

LIST OF INTERVIEW STUDENTS

Name : RY

Direction :
- Please answer the questions based on your opinion!
- Please answer the question clearly!

1. Do you have errors when speaking English?

   Answer:

   Tentu saya mengalami kesalahan ketika berbicara bahasa inggris.

2. In your opinion, what are the factors that cause you to have English speech errors?

   Answer:

   Karena saya kurang berlatih atau kurang terbiasa dalam berbicara bahasa inggris.

3. Do you have difficulty when you have to speak English in front of many people / public? And why?

   Answer:

   Saya mengalami kesulitan ketika berbicara di depan orang banyak karena saya tidak percaya diri dengan kemampuan berbahasa inggris yang saya miliki.

4. Do you feel anxious when speaking in public? And why?

   Answer:

   Tentu saya merasa cemas ketika berbicara di depan orang banyak karena saya selalu beranggapan bahwa mereka sedang mengoreksi setiap kata yang saya

ucapkan dan saya beranggapan bahwa mereka lebih lancar berbicara bahasa inggris dari pada saya.

5. Do you feel doubtful and not confident when speaking in public? And why?
   Answer:
   Saya merasa ragu dan tidak percaya diri karena saya sadar bahwa pronunciation salah yang saya ucapkan.

6. When you are speaking, do you realize when you have a speech errors?
   Answer:
   Ya saya merasa sadar ketika mengalami kesalahan.

7. How do you deal with it so that you don't experience the speech errors?
   Answer:
   Saya harus banyak berlatih dan meningkatkan pemaham pronunciation dan vocabulary yang saya miliki.

LIST OF INTERVIEW STUDENTS

Name : MO

Direction :
- Please answer the questions based on your opinion!
- Please answer the question clearly!

1. Do you have errors when speaking English?

   Answer:

   Ya, cukup sering.

2. In your opinion, what are the factors that cause you to have English speech errors?

   Answer:

   Mungkin kurangnya pengetahuan tentang cara membaca sebuah kata dalam bahasa inggris yg baik dan benar.

3. Do you have difficulty when you have to speak English in front of many people / public? And why?

   Answer:

   Iya, karena saya merasa gerogi banyak pasang mata yang akan memperhatikan saya.

4. Do you feel anxious when speaking in public? And why?

   Answer:

   Iya, karena saya takut membuat kesalahan yang akhirnya menjadi bahan tertawaan bagi teman teman saya.

5. Do you feel doubtful and not confident when speaking in public? And why?

Answer:

Iya, takut membuat kesalahan dalam berbicara.

6. When you are speaking, do you realize when you have a speech errors?

   Answer:

   Kadang-kadang

7. How do you deal with it so that you don't experience the speech errors?

   Answer:

   Perbanyak belajar pronunciation

LIST OF INTERVIEW STUDENTS

Name : DA

Direction :
- Please answer the questions based on your opinion!
- Please answer the question clearly!

1. Do you have errors when speaking English?

   Answer:

   Iya, saya memiliki kesalahan pada saat berbicara.

2. In your opinion, what are the factors that cause you to have English speech errors?

   Answer:

   Saya mengalami kesalahan pada saat saya merasa cemas. Kecemasan membuat saya takut untuk berbicara di depan orang banyak.

3. Do you have difficulty when you have to speak English in front of many people / public? And why?

   Answer:

   Ya, terkadang saya mengalami kesulitan.

4. Do you feel anxious when speaking in public? And why?

   Answer:

   Ya, saya sangat merasa cemas ketika harus berbicara di depan orang banyak.

5. Do you feel doubtful and not confident when speaking in public? And why?

   Answer:

   Ya, saya merasa tidak percaya diri karena kemampuan berbicara saya masih kurang.

6. When you are speaking, do you realize when you have a speech errors?
   Answer:
   Terkadang sadar terkadang tidak.

7. How do you deal with it so that you don't experience the speech errors?
   Answer:
   Memperbanyak latihan dan menghafal vocabulary dan menonton film tanpa subtitle Indonesia.

LIST OF INTERVIEW STUDENTS

Name : ZA

Direction :
- Please answer the questions based on your opinion!
- Please answer the question clearly!

1. Do you have errors when speaking English?

   Answer:

   Ya saya masih sering salah dalam berbicara bahasa inggris.

2. In your opinion, what are the factors that cause you to have English speech errors?

   Answer:

   Faktor yang menyebabkan kesalahan biasanya karena vocabulary yang masih sedikit dan masalah grammar yang belum benar.

3. Do you have difficulty when you have to speak English in front of many people / public? And why?

   Answer:

   Ya, karena kalo didepan orang banyak grogi jadi pelafalannya juga masih buruk.

4. Do you feel anxious when speaking in public? And why?

   Answer:

   Ketika berbicara di depan publik secara spontan pasti cemas tetapi jika sudah mempersiapkan mau ngomong apa gak terlalu cemas karena sudah dipersiapkan sebelumnya.

5. Do you feel doubtful and not confident when speaking in public? And why?
   Answer:
   Iya, saya merasa ragu karena tidak percaya diri karena takut bahas inggrinya salah.

6. When you are speaking, do you realize when you have a speech errors?
   Answer:
   Iya sadar kadang terpleset lidahnya.

7. How do you deal with it so that you don't experience the speech errors?
   Answer:
   Cara mengatasinya harus memperbanyak vocab terus harus sering latihan untuk berbicara bahasa inggris.

   .

LIST OF INTERVIEW STUDENTS

Name : AF

Direction :
- Please answer the questions based on your opinion!
- Please answer the question clearly!

1. Do you have errors when speaking English?

   Answer:

   Yes, I have.

2. In your opinion, what are the factors that cause you to have English speech errors?

   Answer:

   Yes, because I don't really understand about grammar.

3. Do you have difficulty when you have to speak English in front of many people / public? And why?

   Answer:

   Yes, because I'm afraid if I made a mistake when I speaking English in front of many people.

4. Do you feel anxious when speaking in public? And why?

   Answer:

   Yes, I'm so nervous because I'm afraid when I make a mistake people will judge me.

5. Do you feel doubtful and not confident when speaking in public? And why?
   Answer:
   Yes, I’m not confident because I feel like my English skills is not good than the others

6. When you are speaking, do you realize when you have a speech errors?
   Answer:
   Sometimes yes sometimes not.

7. How do you deal with it so that you don't experience the speech errors?
   Answer:
   I practice speaking English more without having to be afraid of making mistake again.

LIST OF INTERVIEW STUDENTS

Name : LA

Direction :
- Please answer the questions based on your opinion!
- Please answer the question clearly!

1. Do you have errors when speaking English?

   Answer:

   Yes, I still have an errors when speaking English.

2. In your opinion, what are the factors that cause you to have English speech errors?

   Answer:

   Based on me main factor make me have an error when speaking English is a lack of vocabulary and the confidents.

3. Do you have difficulty when you have to speak English in front of many people / public? And why?

   Answer:

   Yes, I have trouble when I'm speaking English I front of many people, because I'm not still confident when I speaking English. Sometimes I forget how to pronounce the word and I forget the word in English.

4. Do you feel anxious when speaking in public? And why?

   Answer:

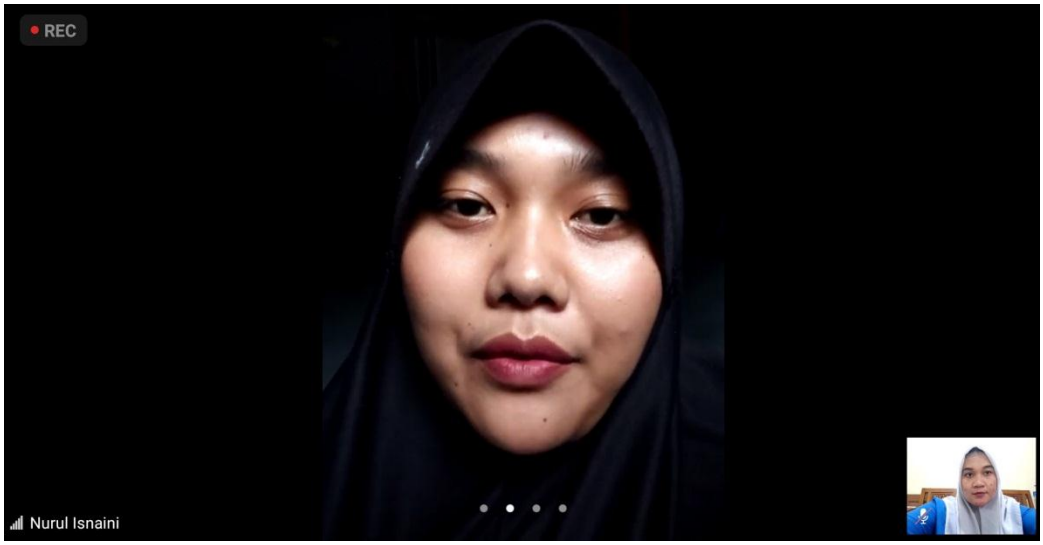
   Yes, I always have anxiety when I speaking English in front of many people because I feel that my English is so bad and I don't have many vocabulary to speak English.

5. Do you feel doubtful and not confident when speaking in public? And why?
   Answer:
   Yes I feel that because i m afraid if I make an error when I speaking English.

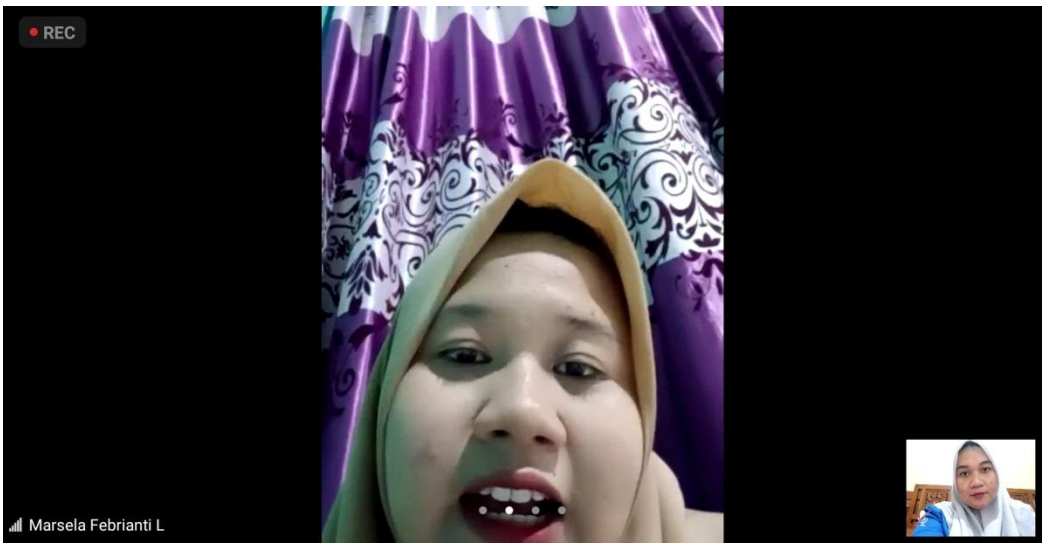
6. When you are speaking, do you realize when you have a speech errors?
   Answer:
   When I’m talking sometimes I fell conscious when I make an error in speaking English.

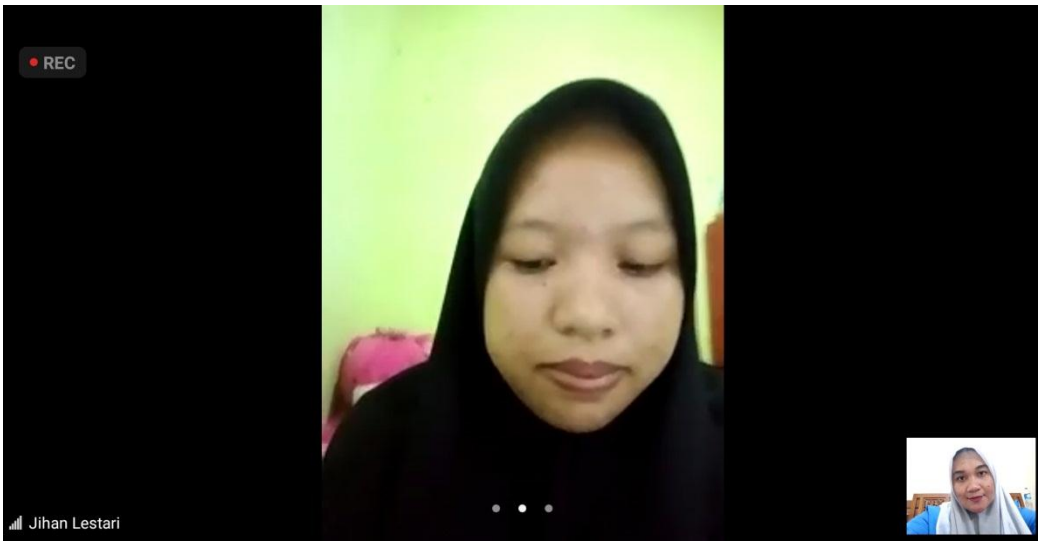
7. How do you deal with it so that you don't experience the speech errors?
   Answer:
   I’m doing a practice every time I hope I can fluent speaking English.

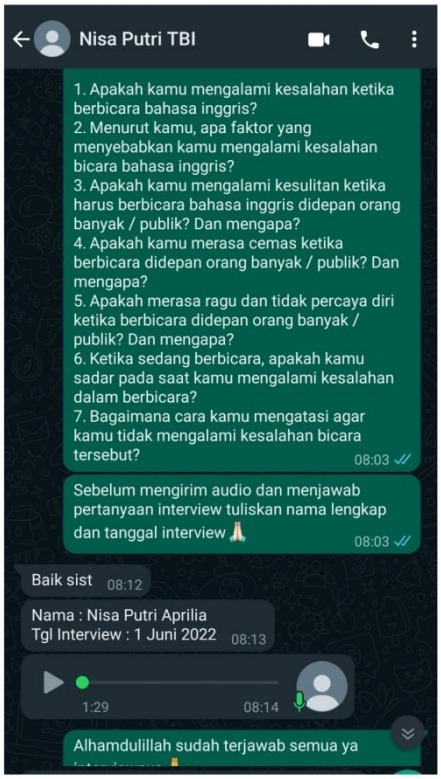
The Documentation of Observation

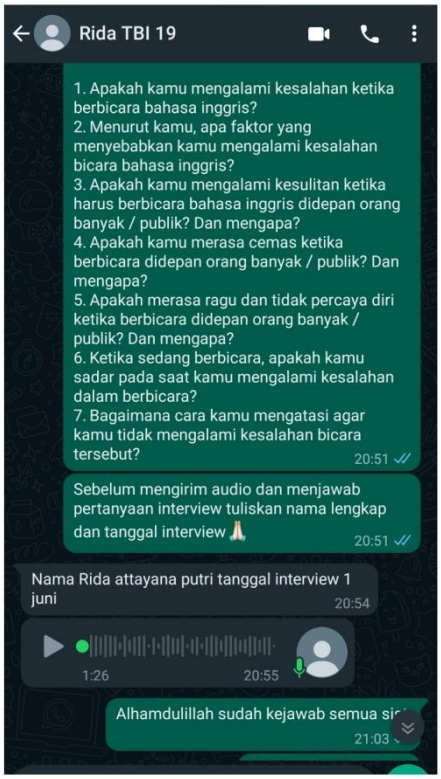


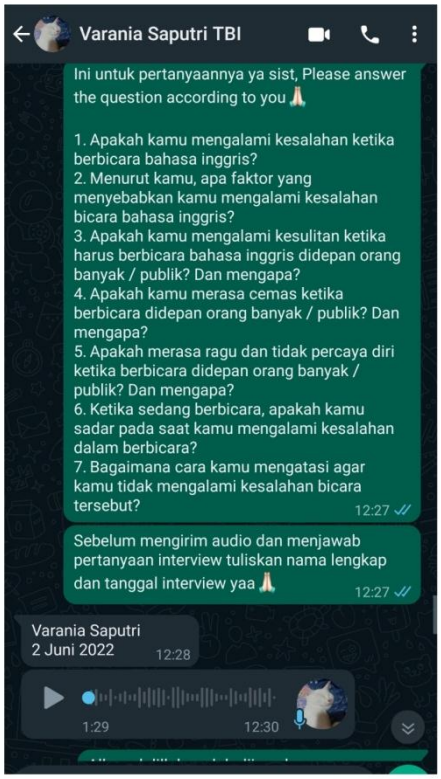
REC
Restina Damayanti

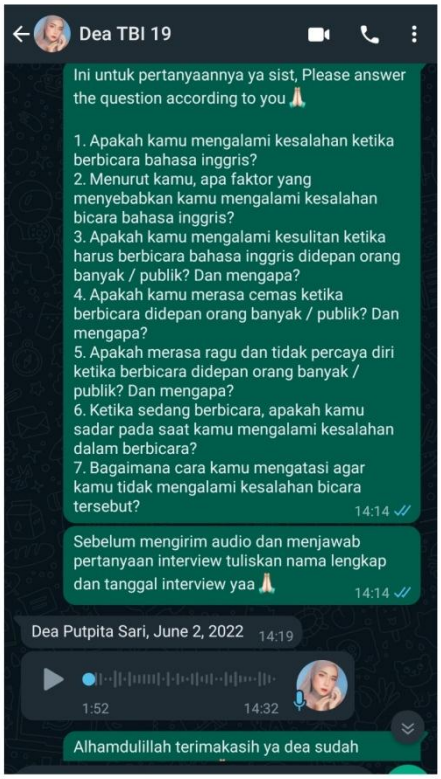

REC
Marsela Febrianti L

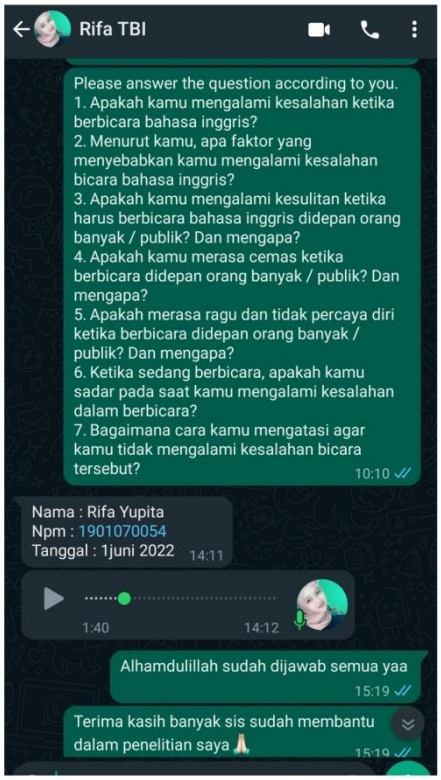

REC
Jihan Lestari

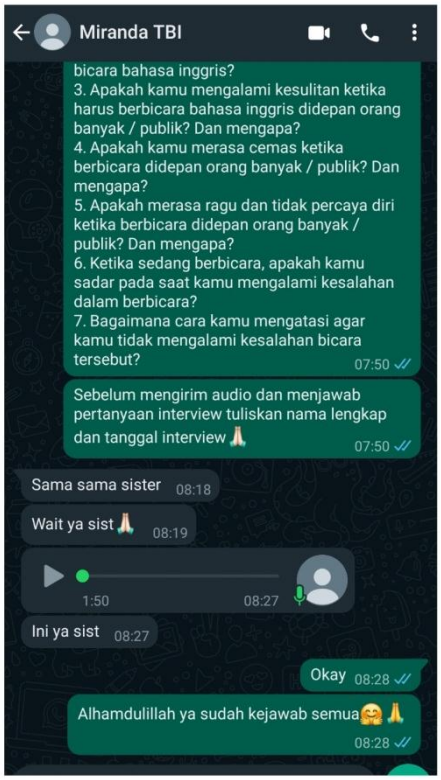

Nisa Putri TBI
1. Apakah kamu mengalami kesalahan ketika berbicara bahasa inggris?
2. Menurut kamu, apa faktor yang menyebabkan kamu mengalami kesalahan bicara bahasa inggris?
3. Apakah kamu mengalami kesulitan ketika harus berbicara bahasa inggris didepan orang banyak / publik? Dan mengapa?
4. Apakah kamu merasa cemas ketika berbicara didepan orang banyak / publik? Dan mengapa?
5. Apakah merasa ragu dan tidak percaya diri ketika berbicara didepan orang banyak / publik? Dan mengapa?
6. Ketika sedang berbicara, apakah kamu sadar pada saat kamu mengalami kesalahan dalam berbicara?
7. Bagaimana cara kamu mengatasi agar kamu tidak mengalami kesalahan bicara tersebut?
08:03
Sebelum mengirim audio dan menjawab pertanyaan interview tuliskan nama lengkap dan tanggal interview 🙏
08:03
Baik sist 08:12
Nama : Nisa Putri Aprilia
Tgl Interview : 1 Juni 2022 08:13
1:29
08:14
Alhamdulillah sudah terjawab semua ya

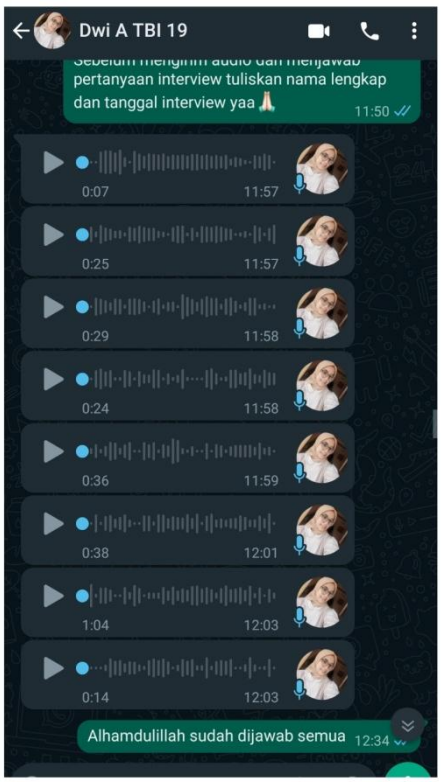

Rida TBI 19
1. Apakah kamu mengalami kesalahan ketika berbicara bahasa inggris?
2. Menurut kamu, apa faktor yang menyebabkan kamu mengalami kesalahan bicara bahasa inggris?
3. Apakah kamu mengalami kesulitan ketika harus berbicara bahasa inggris didepan orang banyak / publik? Dan mengapa?
4. Apakah kamu merasa cemas ketika berbicara didepan orang banyak / publik? Dan mengapa?
5. Apakah merasa ragu dan tidak percaya diri ketika berbicara didepan orang banyak / publik? Dan mengapa?
6. Ketika sedang berbicara, apakah kamu sadar pada saat kamu mengalami kesalahan dalam berbicara?
7. Bagaimana cara kamu mengatasi agar kamu tidak mengalami kesalahan bicara tersebut?
20:51
Sebelum mengirim audio dan menjawab pertanyaan interview tuliskan nama lengkap dan tanggal interview 🙏
20:51
Nama Rida attayana putri tanggal interview 1 juni
20:54
1:26
20:55
Alhamdulillah sudah kejawab semua si
21:03

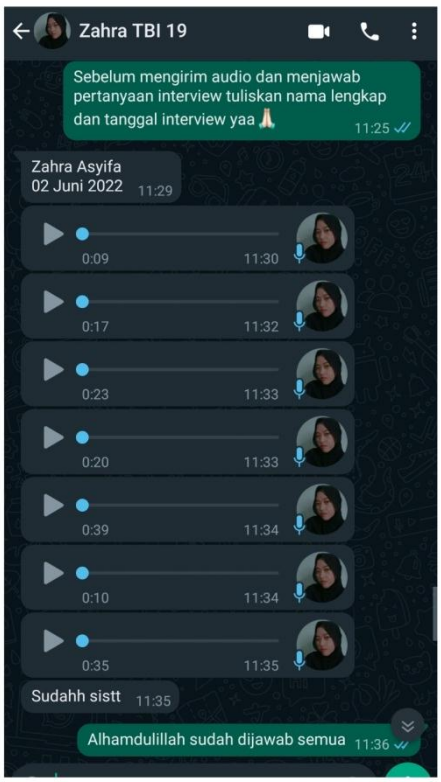

Varania Saputri TBI
Ini untuk pertanyaannya ya sist, Please answer the question according to you 🙏
1. Apakah kamu mengalami kesalahan ketika berbicara bahasa inggris?
2. Menurut kamu, apa faktor yang menyebabkan kamu mengalami kesalahan bicara bahasa inggris?
3. Apakah kamu mengalami kesulitan ketika harus berbicara bahasa inggris didepan orang banyak / publik? Dan mengapa?
4. Apakah kamu merasa cemas ketika berbicara didepan orang banyak / publik? Dan mengapa?
5. Apakah merasa ragu dan tidak percaya diri ketika berbicara didepan orang banyak / publik? Dan mengapa?
6. Ketika sedang berbicara, apakah kamu sadar pada saat kamu mengalami kesalahan dalam berbicara?
7. Bagaimana cara kamu mengatasi agar kamu tidak mengalami kesalahan bicara tersebut?
12:27
Sebelum mengirim audio dan menjawab pertanyaan interview tuliskan nama lengkap dan tanggal interview yaa 🙏
12:27
Varania Saputri
2 Juni 2022 12:28
1:29
12:30

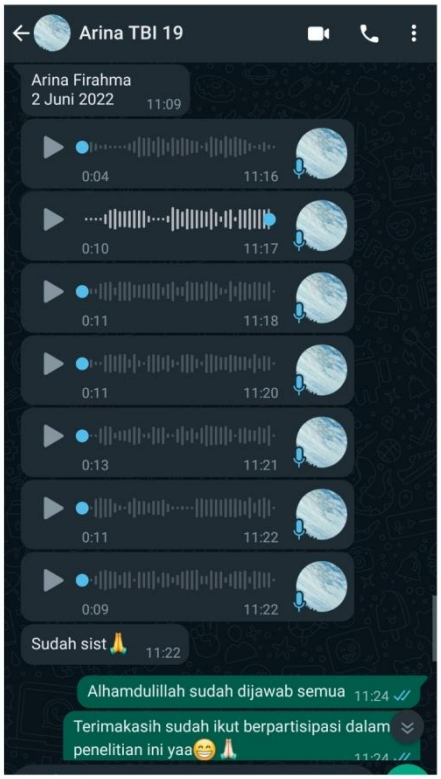

Dea TBI 19
Ini untuk pertanyaannya ya sist, Please answer the question according to you 🙏
1. Apakah kamu mengalami kesalahan ketika berbicara bahasa inggris?
2. Menurut kamu, apa faktor yang menyebabkan kamu mengalami kesalahan bicara bahasa inggris?
3. Apakah kamu mengalami kesulitan ketika harus berbicara bahasa inggris didepan orang banyak / publik? Dan mengapa?
4. Apakah kamu merasa cemas ketika berbicara didepan orang banyak / publik? Dan mengapa?
5. Apakah merasa ragu dan tidak percaya diri ketika berbicara didepan orang banyak / publik? Dan mengapa?
6. Ketika sedang berbicara, apakah kamu sadar pada saat kamu mengalami kesalahan dalam berbicara?
7. Bagaimana cara kamu mengatasi agar kamu tidak mengalami kesalahan bicara tersebut?
14:14
Sebelum mengirim audio dan menjawab pertanyaan interview tuliskan nama lengkap dan tanggal interview yaa 🙏
14:14
Dea Putpita Sari, June 2, 2022 14:19
1:52
14:32
Alhamdulillah terimakasih ya dea sudah


Rifa TBI
Please answer the question according to you.
1. Apakah kamu mengalami kesalahan ketika berbicara bahasa inggris?
2. Menurut kamu, apa faktor yang menyebabkan kamu mengalami kesalahan bicara bahasa inggris?
3. Apakah kamu mengalami kesulitan ketika harus berbicara bahasa inggris didepan orang banyak / publik? Dan mengapa?
4. Apakah kamu merasa cemas ketika berbicara didepan orang banyak / publik? Dan mengapa?
5. Apakah merasa ragu dan tidak percaya diri ketika berbicara didepan orang banyak / publik? Dan mengapa?
6. Ketika sedang berbicara, apakah kamu sadar pada saat kamu mengalami kesalahan dalam berbicara?
7. Bagaimana cara kamu mengatasi agar kamu tidak mengalami kesalahan bicara tersebut?
10:10
Nama : Rifa Yupita
Npm : 1901070054
Tanggal : 1juni 2022
14:11
1:40
14:12
Alhamdulillah sudah dijawab semua yaa
15:19
Terima kasih banyak sis sudah membantu dalam penelitian saya 🙏


Miranda TBI
bicara bahasa inggris?
3. Apakah kamu mengalami kesulitan ketika harus berbicara bahasa inggris didepan orang banyak / publik? Dan mengapa?
4. Apakah kamu merasa cemas ketika berbicara didepan orang banyak / publik? Dan mengapa?
5. Apakah merasa ragu dan tidak percaya diri ketika berbicara didepan orang banyak / publik? Dan mengapa?
6. Ketika sedang berbicara, apakah kamu sadar pada saat kamu mengalami kesalahan dalam berbicara?
7. Bagaimana cara kamu mengatasi agar kamu tidak mengalami kesalahan bicara tersebut?
07:50
Sebelum mengirim audio dan menjawab pertanyaan interview tuliskan nama lengkap dan tanggal interview 🙏
07:50
Sama sama sister 08:18
Wait ya sist 🙏 08:19
1:50
08:27
Ini ya sist 08:27
Okay 08:28
Alhamdulillah ya sudah kejawab semua🤗🙏
08:28


Dwi A TBI 19
pertanyaan interview tuliskan nama lengkap dan tanggal interview yaa 🙏
11:50
0:07
11:57
0:25
11:57
0:29
11:58
0:24
11:58
0:36
11:59
0:38
12:01
1:04
12:03
0:14
12:03
Alhamdulillah sudah dijawab semua 12:34


Zahra TBI 19
Sebelum mengirim audio dan menjawab pertanyaan interview tuliskan nama lengkap dan tanggal interview yaa 🙏
11:25
Zahra Asyifa
02 Juni 2022 11:29
0:09
11:30
0:17
11:32
0:23
11:33
0:20
11:33
0:39
11:34
0:10
11:34
0:35
11:35
Sudahh sistt 11:35
Alhamdulillah sudah dijawab semua 11:36


Arina TBI 19
Arina Firahma
2 Juni 2022 11:09
0:04 11:16
0:10 11:17
0:11 11:18
0:11 11:20
0:13 11:21
0:11 11:22
0:09 11:22
Sudah sist 🙏 11:22
Alhamdulillah sudah dijawab semua 11:24
Terimakasih sudah ikut berpartisipasi dalam penelitian ini yaa😁🙏

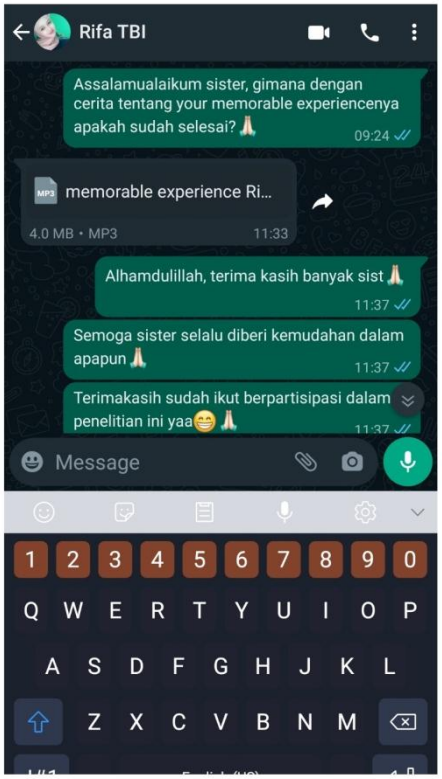
Lulu TBI 19
0:24 10:22
0:24 10:23
0:37 10:26
0:25 10:27
0:24 10:28
1×
0:16 10:29
0:23 10:31
Nama = lulu alfina
Tgl interview = 2 juni 10:31
Alhamdulillah sudah terjawab semua ya 10:32
thank you for your answer 10:32
ditunggu ya untuk ceritanya 🙏 10:33

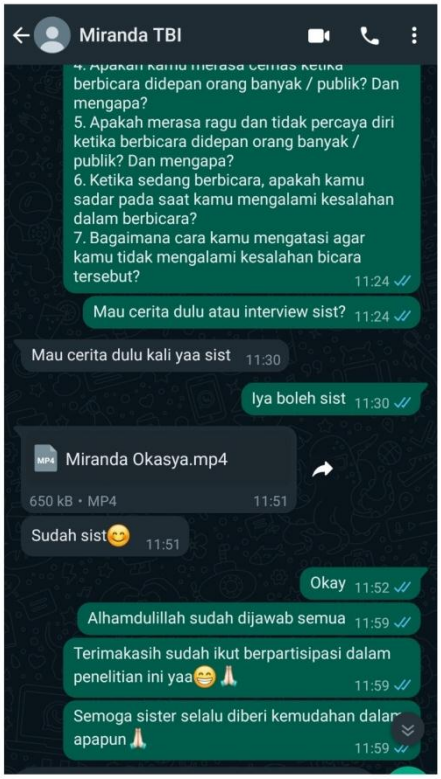
Nisa Putri TBI
Ditunggu selanjutnya file audio yang memorable experience nya sist🙏 15:58
Nama : nisa putri aprilia
Tgl Penelitian : 1 juni 2022 17:22
Memorable experience.m...
1.5 MB • M4A 17:23
Alhamdulillah 17:43
Terimakasih banyak sist sudah ikut berpartisipasi dalam penelitian ini🙏 17:43
Sama sama sist😊🙏 17:44
Message

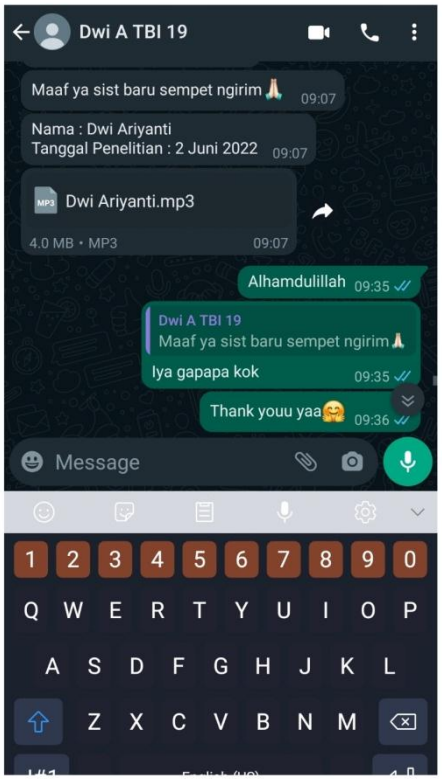
Rida TBI 19
online
Assalamualaikum, selamat siang sist. Bagaimana dengan audionya apakah sudah sist?😁 12:24
Rida Attayana Putri.mp4
1.2 MB • MP4 12:38
Sudah sist ini ya🙏 12:39
Alhamdulillah 12:41
Thank you sister😁🙏 12:41
Terimakasih sudah berpartisipasi dalam penelitan ini🙏 12:42
Sama sama sister 12:42
Semangat sist 12:42
Terimakasih🤗 12:44
Semoga lancar yaa skripsi kamu nanti 12:44
2 Unread Messages
Amiin sist 12:46
🙏🙏 12:46

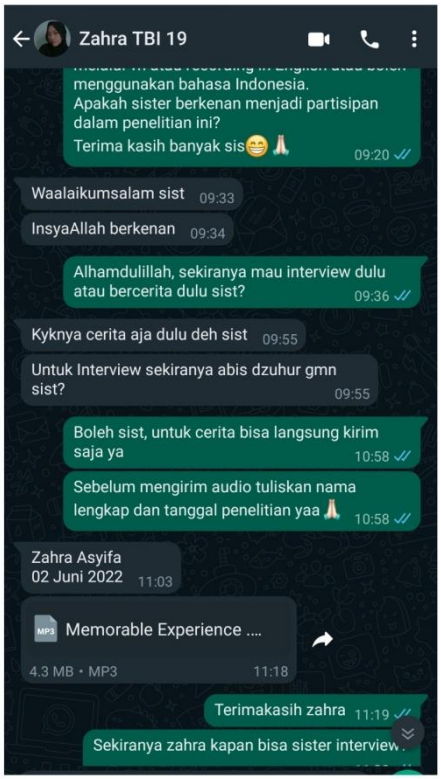
Varania TBI 19
Assalamualaikum, selamat siang sist. Bagaimana dengan audionya apakah sudah sist?😁 12:48
Waalaikumsalam 12:49
Sudah sist 12:49
Wait aku kirim audionya sist🙏 12:50
Varania Saputri.mp3
4.0 MB • MP3 12:50
Varania TBI 19
Varania Saputri.mp3
Ini ya sist audionya, maaf telat sist hehe 12:50
Alhamdulillah, terimakasih banyak ya sist🙏 12:55
Terimakasih sudah ikut berpartisipasi😁🙏 12:56
Terimakasih kembali sist 12:58
Semangat sister 12:59
Semoga lancar ya skripsinya 12:59
Aamin🙏 12:59

Dea TBI 19
Assalamualaikum, selamat siang sist 13:13
Apakah audionya sudah sist?🙏 13:13
Walaikumsalam sister 13:38
Dea Puspita Sari.m4a
1.1 MB • M4A 13:39
Sister ini ya audionya 13:40
Okay 14:40
Terima kasih banyak yaa🤗 14:40
Terimakasih sudah ikut berpartisipasi sist😁
Message


Rifa TBI
Assalamualaikum sister, gimana dengan cerita tentang your memorable experiencenya apakah sudah selesai?🙏 09:24
memorable experience Ri...
4.0 MB • MP3 11:33
Alhamdulillah, terima kasih banyak sist🙏 11:37
Semoga sister selalu diberi kemudahan dalam apapun🙏 11:37
Terimakasih sudah ikut berpartisipasi dalam penelitian ini yaa😁🙏
Message


Miranda TBI
berbicara didepan orang banyak / publik? Dan mengapa?
5. Apakah merasa ragu dan tidak percaya diri ketika berbicara didepan orang banyak / publik? Dan mengapa?
6. Ketika sedang berbicara, apakah kamu sadar pada saat kamu mengalami kesalahan dalam berbicara?
7. Bagaimana cara kamu mengatasi agar kamu tidak mengalami kesalahan bicara tersebut? 11:24
Mau cerita dulu atau interview sist? 11:24
Mau cerita dulu kali yaa sist 11:30
Iya boleh sist 11:30
Miranda Okasya.mp4
650 kB • MP4 11:51
Sudah sist😊 11:51
Okay 11:52
Alhamdulillah sudah dijawab semua 11:59
Terimakasih sudah ikut berpartisipasi dalam penelitian ini yaa😁🙏 11:59
Semoga sister selalu diberi kemudahan dalam apapun🙏 11:59


Dwi A TBI 19
Maaf ya sist baru sempet ngirim 🙏 09:07
Nama : Dwi Ariyanti
Tanggal Penelitian : 2 Juni 2022 09:07
Dwi Ariyanti.mp3
4.0 MB • MP3 09:07
Alhamdulillah 09:35
Dwi A TBI 19
Maaf ya sist baru sempet ngirim 🙏
Iya gapapa kok 09:35
Thank youu yaa🤗 09:36
Message


Zahra TBI 19
menggunakan bahasa Indonesia.
Apakah sister berkenan menjadi partisipan dalam penelitian ini?
Terima kasih banyak sis😄🙏 09:20
Waalaikumsalam sist 09:33
InsyaAllah berkenan 09:34
Alhamdulillah, sekiranya mau interview dulu atau bercerita dulu sist? 09:36
Kyknya cerita aja dulu deh sist 09:55
Untuk Interview sekiranya abis dzuhur gmn sist? 09:55
Boleh sist, untuk cerita bisa langsung kirim saja ya 10:58
Sebelum mengirim audio tuliskan nama lengkap dan tanggal penelitian yaa 🙏 10:58
Zahra Asyifa
02 Juni 2022 11:03
Memorable Experience ....
4.3 MB • MP3 11:18
Terimakasih zahra 11:19
Sekiranya zahra kapan bisa sister interview

Arina TBI 19
online
Terimakasih sudah ikut berpartisipasi dalam penelitian ini yaa😄🙏 10:13
Semoga sister selalu diberi kemudahan dalam apapun 🙏 10:13
Amiin sister 10:24
Ini aku send audio nya ya sist 10:24
Arina Firahma.mp4
3.1 MB • MP4 10:25
Thank you sister🤗 10:34
Alhamdulillah sudah semua yaa😄 10:35
Sama sama sist 10:35
Semangaatt💪💪 10:35
Terimakasihh🙏 10:35
Kamu juga semangatt skripsinya nanti😄 10:36
1 Unread Message
Baik sister 10:37

Lulu TBI 19
Assalamualaikum
Selamat pagi sister, terkait audio memorable apakah sudah sister? 08:27
😄😄🙏 08:27
Waalaikumsalam 08:37
Sudah sist☺️ 08:37
Tunggu ya 🙏 08:37
Oke sister aku tunggu yaa😄 08:40
Lulu Alfina.mp3
3.8 MB • MP3 08:44
Itu cerita saya sitster, maaf kelupaan hihi 🙏🙏 08:45
Alhamdulillah 08:53
Thank you sist😄🙏 08:53
Thank you sudah ikut berpartisipasi dalam penelitian ini ya🤗 08:54
Sama sama sister☺️ 08:54

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-3689/In.28/J/TL.01/09/2021
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	:	**VIVI TSANIA MEIALA**
NPM	:	1801071062
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF SPEECH ERRORS BY ENGLISH STUDENTS OF ENGLISH EDUCATION DEPARTMENT 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, 17 September 2021
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

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

SURAT KETERANGAN

Nomor: B-0517/In.28.1/J/TL.00/02/2021

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 : Vivi Tsania Meiala
NPM : 1801071062
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 SPEECH ERRORS BY ENGLISH STUDENTS OF ENGLISH EDUCATION DEPARTMENT 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, 2 Februari 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 201503 1 004

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-1837/In.28.1/J/TL.00/05/2022
Lampiran : -
Perihal : **SURAT *BIMBINGAN SKRIPSI***

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

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

Nama	:	**VIVI TSANIA MEIALA**
NPM	:	1801071062
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF SPEECH ERRORS BY ENGLISH STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT 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, 19 Mei 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya,silahkan scan QRCode.

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-1912/In.28/D.1/TL.00/05/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

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

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1913/In.28/D.1/TL.01/05/2022, tanggal 23 Mei 2022 atas nama saudara:

Nama	:	**VIVI TSANIA MEIALA**
NPM	:	1801071062
Semester	:	8 (Delapan)
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 "AN ANALYSIS OF SPEECH ERRORS BY ENGLISH STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT 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, 23 Mei 2022
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
Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN

Nomor: B-4468/In.28.1/J/TL.00/10/2021

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 : Vivi Tsania Meiala
NPM : 1801071062
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 SPEECH ERRORS BY ENGLISH STUDENTS OF ENGLISH EDUCATION DEPARTMENT 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, 12 Oktober 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 201503 1 004

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

SURAT TUGAS

Nomor: B-1913/In.28/D.1/TL.01/05/2022

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

Nama	:	**VIVI TSANIA MEIALA**
NPM	:	1801071062
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di PRODI TADRIS BAHASA INGGRIS IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF SPEECH ERRORS BY ENGLISH STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 23 Mei 2022

Mengetahui,
Pejabat Setempat

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

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

Nama : Vivi Tsania Meiala
NPM : 1801071062

Jurusan : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Rabu 10 - Nov - 2021		Background of Study.	
2.	Jum'at 12 - Nov - 2021		Chapter I and. Chapter II	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP.1987 1102 201503 1 004

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd
NIP.19790929 200502 2 006

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

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

Nama : Vivi Tsania Meiala
NPM : 1801071062

Jurusan : TBI
Semester : VIII

No	Hari / Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Jum'at 28/01/2022		Chapter I & 2.	
2.	Kamis 3/02/2022		Chapter III, Technique of Data Analysis	
3.	Rabu 9/02/2022		Chapter 1, 2, 3	
4.	Selasa 15/02/2022		Acc for Seminar Proposal.	

Mengetahui
Ketua Jurusan TBI

Andrianto, M.Pd
NIP.19871102 201503 1 004

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd
NIP.19790929 200502 2 006

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

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

Nama : Vivi Tsania Meiala
NPM : 1801071062

Jurusan : TBI
Semester : VIII

No	Hari / Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Jum'at 8/April/2022		Acc APD	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 201503 1 004

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd
NIP.19790929 200502 2 006

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

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

Nama : Vivi Tsania Meiala
NPM : 1801071062

Jurusan : TBI
Semester : IX

No	Hari / Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Rabu 28/09/2022		Appendix	
2.	Jum'at 30/Sept/2022		chapter 4	
3.	Rabu 5/Okt/2022		chapter 1, 2, 3, 4	
4.	Jum'at 7/Okt/2022		chapter 4, 5	
5.	Selasa 11/Okt/2022		Acc for Munaqosah	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 201503 1 004

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd
NIP.19790929 200502 2 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

IAIN METRO
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-1193/In.28/S/U.1/OT.01/09/2022

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

Nama	: Vivi Tsania Meiala
NPM	: 1801071062
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 1801071062

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, 07 Oktober 2022
Kepala Perpustakaan

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

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

SURAT KETERANGAN BEBAS PUSTAKA

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

Nama : Vivi Tsania Meiala
NPM : 1801071062
Jurusan : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris. Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, Oktober 2022
Ketua Jurusan TBI

KEMENTERIAN AGAMA JURUSAN TADRIS BAHASA INGGRIS FTIK IAIN METRO REPUBLIK INDONESIA

Andianto, M.Pd
NIP. 19871102 201503 1 004

AN ANALYSIS OF SPEECH ERRORS BY ENGLISH STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO

by Vivi Tsania Meiala

Submission date: 17-Oct-2022 03:24PM (UTC+0700)
Submission ID: 1927518474
File name: 11._VIVI_TSANIA_MEIALA_-_1801071062.docx (184.96K)
Word count: 12520
Character count: 64711

AN ANALYSIS OF SPEECH ERRORS BY ENGLISH STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO

ORIGINALITY REPORT

23%	19%	7%	13%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to IAIN Metro Lampung Student Paper	7%
2	eprints.ums.ac.id Internet Source	3%
3	www.researchgate.net Internet Source	2%
4	ejournal.alqolam.ac.id Internet Source	2%
5	digilib.uinsby.ac.id Internet Source	1%
6	id.123dok.com Internet Source	1%
7	repository.iainpalopo.ac.id Internet Source	1%
8	ejournal.upi.edu Internet Source	1%
9	Submitted to University of South Africa Student Paper	1%

10	jurnaltarbiyah.uinsu.ac.id Internet Source	1 %
11	syniutajournals.com Internet Source	1 %
12	dokumen.pub Internet Source	1 %
13	jurnal.fkip.uns.ac.id Internet Source	1 %
14	etd.iain-padangsidimpuan.ac.id Internet Source	1 %
15	repository.ump.ac.id Internet Source	1 %
16	Submitted to Mahidol University Student Paper	1 %
17	Submitted to Queen's University of Belfast Student Paper	1 %

Exclude quotes	On	Exclude matches	< 1%
Exclude bibliography	On		

CURRICULUM VITAE

Vivi Tsania Meiala was born in Tangerang, May 19, 2000. She is the first daughter of Mr. Widodo and Mrs. Asnawati. She lives in Taman Cikande, Tangerang Regency, Banten. She graduated from SDIT Darul Ishlah in 2013. She continued her education at SMPN 1 Cikande, and graduated in 2013. She studied at SMAN 1 Cikande and graduated in 2018. After the school period, the writer continued her education at the undergraduate level at IAIN Metro Lampung by taking a concentration in the English Education Department, until now.