

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF SPEECH ERROR FACTOR IN THE
SEMINAR PROPOSAL PRESENTATION PROCESS OF
ENGLISH EDUCATION DEPARTEMENT STUDENTS` OF
IAIN METRO**

By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTEMENT
STATE INSTITUTE FOR ISLAMIC STUDENT OF METRO**

1444 H/ 2023 M

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ENGLISH EDUCATION DEPARTMENT STUDENTS` OF IAIN
METRO**

**Presented as a Partial Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd) in English Education Department**

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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah Facultyin order to be discussed on the Munaqosyah. Thank you very much.

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Assalamu'alaikumWr.Wb.


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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE

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An undergraduate thesis entitled: AN ANALYSIS OF SPEECH ERROR FACTOR IN THE SEMINAR PROPOSAL PRESENTATION PROCESS OF ENGLISH EDUCATION DEPARTMENT STUDENTS' OF IAIN METRO. Written by Arin Ardini Lillah Siregar, student number 1801070009, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, June 27th 2023 at 08 - 10.00 a.m.

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**AN ANALYSIS OF SPEECH ERROR FACTOR IN THE
SEMINAR PROPOSAL PRESENTATION PROCESS OF
ENGLISH EDUCATION DEPARTMENT STUDENTS`OF IAIN
METRO**

ABSTRACT

BY:

ARIN ARDINI LILLAH SIREGAR

This research is based on speech errors that are often made by students of the English Education Department in presenting their proposals. The aims of this research was to analyze the types of errors in students speaking, find the factors of error, and also how to minimize students error in speaking during the seminar proposal presentation process of English Education Department at IAIN Metro.

This research used a qualitative method. The subjects in this research were students of English Education Department IAIN Metro in the final semester who were holding a seminar proposal, totaling 7 students.

The results of the research that has been done show that there are 9 types of speech errors that are made, namely: silent pause, filled pause, false star unretraced, false star retraced, stutter, interjection, repeat, and slip of tongue. The total number of errors made was 126 errors. Based on the data, stutter is a common errors made by students. The researcher found 3 factors that cause speech errors, namely: cognitive factors, anxiety factors, and social factors.

Keyword: *error analysis, speech error, factors speech error.*

**ANALISA FAKTOR KESALAHAN BICARA DALAM PROSES
PENYAMPAIAN SEMINAR PROPOSAL OLEH MAHASISWA
PENDIDIKAN BAHASA INGGRIS IAIN METRO**

ABSTRAK

Oleh:

ARIN ARDINI LILLAH SIREGAR

Penelitian ini dilatarbelakangi oleh kesalahan bicara yang banyak dilakukan oleh mahasiswa Jurusan Pendidikan Bahasa Inggris dalam mempresentasikan proposalnya.

Tujuan penelitian adalah untuk menganalisa jenis-jenis kesalahan dalam berbicara yang dilakukan siswa, mencari faktor penyebab siswa melakukan kesalahan berbicara, dan juga bagaimana meminimalkan kesalahan siswa dalam berbicara pada proses presentasi seminar proposal pada siswa jurusan Pendidikan Bahasa Inggris di IAIN Metro.

Penelitian ini menggunakan metode kualitatif, subjek dalam penelitian ini adalah mahasiswa Pendidikan Bahasa Inggris IAIN Metro semester akhir yang sedang melangsungkan seminar proposal, berjumlah 7 mahasiswa.

Hasil penelitian yang telah dilakukan menunjukkan bahwa ada 9 jenis kesalahan berbicara yang dilakukan, yaitu: silent pause, filled pause, false start unretraced, false start retraced, stutter, interjection, repeat, and slip of tongue. Total seluruh kesalahan yang dilakukan yaitu sebanyak 126. Berdasarkan data, stutter merupakan kesalahan umum yang dilakukan oleh mahasiswa. Peneliti menemukan 3 faktor yang menyebabkan kesalahan berbicara, yaitu: faktor kognitif, faktor anxiety, dan faktor social.

Kata kunci: *analisa kesalahan, kesalahan berbicara, faktor kesalahan berbicara.*

STATEMENT OF RESEARCH ORIGINALITY

This Undersigned :

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State that this undergraduate thesis is originality the result of the research done by researcher, in exception of the certain parts of which are excepted from the biblighrapy mentioned.

Metro, 12 June 2023

The writer



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

Metro, 12 Juni 2023

Penulis



Arin Ardini Lillah Siregar
NPM.1801070009

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ

Surely with (that) hardship comes (more) ease.

Q.S Al-Insyirah: 6.

DEDICATION PAGE

I whole-heartedly this thesis to my parents, **Mr. Irpan Junaidi Siregar** and **Mrs. Lina Rosliana**, who always pray and support to my path. I hope this achievement will make you proud.

ACKNOWLEDGMENT

Assalamua'laikum Wr.Wb.

First and foremost, deeply grateful to Allah for his mercy and guidance in providing the researcher with the capacity to complete this an undergraduate thesis subjected “An Analysis of Speech Error Factor in the Seminar Porposal Presentation Process of English Education Department Students` of IAIN Metro” successfully. Then, with love and affection, researcher would like to introduce various parties who have assisted, supported and advised in the preparation of this undergraduate thesis especially to:

1. Prof. Dr. Hj.Siti Nurjannah, M.Ag., PIA as the Rector 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. Andianto, M.Pd as the advisor, thank you so much for all the valuable suggestion, guidance, and feedback in the process of finished the undergraduated thesis.
5. All lecturers of the English Education Departmen of IAIN Metro Lampung who have given their thought and shared their experience to the reseacher.

The researcher recognizes that there are still many flaws and limitations in experience and ability to writing this an undergraduate thesis, As a result, the researcher sincerely apologizes.

Wassalamualaikum Wr.Wb.

Metro, June 12th, 2023



Arin Ardini Lillah Siregar
NPM. 1801070009

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CHAPTER I

INTRODUCTION

A. Background of Study

In this era, language is important thing to help a human as a social being to communication and make relation with each other. We need communication to get or send an information, share feelings, emotions, and ideas with someone else. Communication's objective is to deliver information from one person to another.¹ The process of sending and deliver the information make through oral or speech.

Speaking is one of the skills in English. Speaking, according to Bailey, is a process of interaction in which speakers intend to build meaning by producing, receiving, and processing information. It implies that speaking is more than just making sounds, this more than sounds that can be clear and have a meaning to be receive by the receiver so they are can processing the information without miss. Speaking is actually not a simple thing as we expected. Rodgers as cited by Farida stated that the ability to speak clearly is dependent on a complex brain system that is still poorly under stood.² People are expected to think not only about how to deliver their message to others, but also about how to produce their language/message clearly and smoothly.

¹ Wahyudi, Tri, Yeasy Agustina Sari, and Trisna Dinillah Harya, An Analysis of Convergence in Speaking Skills among the Eleventh Graders, *Pedagogy: Journal of English Language Teaching*, Vol. 10, No, 1, 2022, 85.

² Farida Indri Wijayanti, "Speech Errors in a Talk Show Program of Metro TV Face to Face with Desi Anwar Broadcasted in January to June 2012," *Jurnal Penelitian Humaniora*, No. 2.

The students, in their college, have to prepare a final assignment called thesis. First stage to finish the thesis, they must make a research proposal to be presented in the process called seminar proposal. The seminar proposal itself is a stage to present and explain about plan of their research in front of participants and advisers through oral presentation.³ In the process of seminar especially in the presentation time, the students should give their best performance include the clearly and fluently explanation to make the meaning delivered clearly.

For some people, speaking in a public especially speak English is a difficult. Most of them faced the difficult and make error when they are produce sound. For example, the student who makes errors when they are perform in front of class, or when we speak in front of a lots of people. These called common type of speech errors. When a speaker intends to say one thing but ends up saying another, this is considered a speech error. Clark and Clark defined 9 common types of speech errors, consist of filled pause, silent pause, untraced false start, retraced false start, repeat, correction, interjection, stutter, and slip of the tongue.⁴

The students of course want to past the process of seminar proposal without problem. But, in the implementation, there are error in their speech. Their error are caused by some factors. This factors can be come from the

³ Khairatunnisa, Students' Preparation in Thesis Proposal Seminar (Case of Offline and Online Presentation), Proceeding of the 2nd International Conference on English Language Education (ICONELE), 2020.

⁴ Nurhayati Sitorus, The Students' Error in Interpersonal Speaking Class Speech Production, Jurnal Studi Guru dan Pembelajaran, Vol. 4, No. 2.

situation around them, cognitive factor, the feeling of anxiety, and the social factor.

The researcher conducted a pra survey in order to collect the information the seminar proposal process at IAIN Metro. In the process of prasurey, researcher found the student's commons error in seminar proposal presentation. The researcher found that the participant of seminar proposal make an error in their presentation.

Table 1. Results of Prasurey

Types of Error	St.1	St.2	St.3	St.4	St.5
Filled pause	✓	✓	✓	✓	✓
Silent pause	✓	✓	✓	✓	✓
Untraced false start	✓	✓	✓	✓	-
Retraced false start	✓	✓	✓	✓	✓
Repeat	✓	✓	✓	✓	✓
Correction	-	✓	✓	-	-
Interjection	✓	✓	-	-	-
Stutter	✓	✓	✓	✓	✓
Slip of the tongue	✓	✓	✓	✓	✓

From the table of pra survey, the students make an error almost in every types of error. It can be seen at the example bellow:

Retraced false start: The teaching listening \ the teaching strategy of listening. (*Student 2*)

The correct one should be **“The teaching strategy of listening.”**

Furthermore, produce of speech errors need to studied in order to obtain the explanation and information about the factor that effect errors happen while

did a seminar proposal presentation. At the time, to know the best strategy to minimize the errors.

According to the explanation of the study background provided above, the researcher would like to conduct research with the entitled An Analysis of Speech Error Factor in the Seminar Porposal Presentation Process of English Education Department Students` of IAIN Metro.

B. Problem Identification

Based on the exposure that is arranged the researcher creates the problem in the study in the background of the study as follows:

1. The student's make an error in their English spoken on seminar proposal presentation process.
2. The students difficult to speak English in front of people.
3. The student could not pronoun the words well.
4. The student's make an error caused by some factor of speech error.

C. Research Question

According to the problem identification, the research problem questions can be stated as follows:

1. What are the types of student speech errors in in the seminar porposal presentation process of English Education Department Students` of IAIN Metro?

2. What factor causes the student's speech error in the seminar proposal presentation process of English Education Department Students` of IAIN Metro?
3. How to minimize speech errors in the seminar proposal presentation process of English Education Department Students` of IAIN Metro?

D. Objective and Benefit of Study

1. Objective of the Study

In general, The objective of this study is to optimize, to develop existing concepts or knowledge, especially in the speech error factor faced by student's. While the specific research objectives are:

- a. To analyze the types of speech errors factor in the seminar proposal presentation process of English Education Department Students` of IAIN Metro.
- b. To investigate a factors of speech error made by students` in the seminar proposal presentation process of English Education Department of IAIN Metro.
- c. To find the best way for students to minimize speech errors in the seminar proposal presentation process of English Education Department Students` of IAIN Metro.

2. Benefit of Study

This research is anticipated to be beneficial to all parties—not just the researcher. The are a benefits of this research:

- a. For English teacher, the finding of this research are very useful for recognition in learning process and source of their teaching material especially about speaking skill and speech error.
- b. For student, they can read this research to understand about speech error factor to increase their ability in speaking, be able to know their problem in speech production and how to minimize their error.
- c. In support of the other researcher, this research's findings are likely to apply as a references to next researcher about the same topic.

E. Prior Research

This research will contain and describe several previous works that have a relevant and make a writer easier to arrange. The first prior research is "An Error Analysis of Student Speaking English Performance (A study conducted at the Second Semester of the English Department at Institut Pendidikan Tapanuli Selatan during the 2018/2019 Academic Year) conducted in 2020 and written by Aprida Imaryana, Gabby Maureen Pricilla, and Lesmi Aziza Siregar. The result of their research pointed the four error indicators by student's in English performance. There are error in (1) pronunciation was the highest error (57.35%), (25.52% grammar), (4.41% vocabulary), and (14.70% fluency). Their error can be caused by both linguistic and non-linguistic factors, but linguistic factors are the most common.⁵

⁵ Aprida Imaryana and Lesmi Aziza Siregar, Gabby, Maureen, and Pricilia "An Error Analysis of Students' Speaking English Performance (A Study at the Second Semester of English Departement in Institut Pendidikan Tapanuli Selatan 2018/2019 Academic Year)," Journal Liner Institute Pendidikan Tapanuli Selatan, 2020.

The second previous research was conducted by Farida Indri Wijayanti "Speech Errors in a Metro TV Talk Show Program Face to Face with Desi Anwar Broadcast from January to June 2012". The author of this study analyzed about the speakers on the talk show Face to Face with Desi Anwar made speech mistakes. The writer used a qualitative method and focused on 253 which contain speech errors. The subject of his research are the international figures who were invited as a guest speakers at the program.⁶

The result of the last previous research showed the preparation for did a good presentation. There are planning the event times, practicing, setting up the situation, make a full audio quality, and formulated the backup plan to online preparation. While, in the offline preparation, such a practicing presentation with other people., preparing a Power Point, remembering the methodology, audio and video recording to review the self performance. This is based on "Students' Preparation in Thesis Proposal Seminar (Case of Offline and Online Presentation) research, written by Khairatunnisa.⁷

The result of Suryanti Galuh Pravitasari, Saly Kurnia Octaviani, Arumsari research showed an error that made by student of STMIK Sinar Nusantara in English Speech. There were 336 (100%) speech errors found by researcher, the highest error made by students were Silent Pause (34%), the second were Slip of Tongue (20.1%), continued with Filled Pause (13.7%),

⁶ Farida Indri Wijayanti, "Speech Error on Metro TV's Face to Face with Desi Anwar, January to June 2012," *Journal Penelitian Humaniora*, 2012.

⁷ Khairatunnisa, *Students' Preparation in Thesis Proposal Seminar (Case of Offline and Online Presentation)*, *Proceeding of the 2nd International Conference on English Language Education (ICONELE)*, 2020, 248.

Repeats (9.2%), Corrections (4.5%), Interjections (3.7%), and Stuttering (14%), and the lowest error in Retraced False Start (0.3%). Based on their analyzed, the main causes of errors are the students difficulty in designing and managing ideas at the same time and that the they also have difficulty in articulation.

The next prior research are conduct from the Sahril Nur, Rosmini, and Geminastiti Sakkir research with titled “EFL Students’ Anxiety in Oral Presentation in Thesis Examination during Covid-19 Pandemic Era: Factors and Strategies. The findings of their research are the reasons influencing students’ anxiety in general were linguistic factors and non-linguistic factors (psychology factors, environment factors, and individuals factor). Furthermore, preparation, relaxation, positive thinking, peer seeking, self entertaining, praying atre the strategy to resolve the anxiety in oral presentation.⁸

The previous research above have a differences and similarities with current research. The three previous research above analyzed and discussed about the errors that made by people in a speech or performance. The researcher are same try to find an error.

The differences from the other researcher are the location of research. This research located at IAIN Metro and the subject is student’s participant on seminar proposal at IAIN Metro. The other researcher not take same topic in the IAIN Metro.

⁸ Sahril, Nur, Rosmini, and Geminastiti Sakkir, EFL Students’ Anxiety in Oral Presentation in Thesis Examination during Covid-19 Pandemic Era: Factors and Strategies.

CHAPTER II

THEORETICAL REVIEW

A. The Definition of Speech

Speech is the activity of speak to the audience. Therefore, to know about speech, its important to know about what is speaking about. Nunan defines speaking as the productive oral skill of producing systematic verbal utterances to convey meaning.¹ This indicates that speaking is the activities or the procedure of meaning construction that includes information production, reception and processing of speech. In the process of communicate with oral we must through some process. The process refers to producing sound, after that we receiving the sound, and processing the information. From these process, the idea turn into something that can be delivered with sound to other people. From those process of producing, receiving and processing information, we be able to deliver and express our idea through oral as well.

In human communication, speaking take a important part of the daily life. Almost the activities need a speak to make a feedback. To share information and to get the information, to express our self and to know the other self, to transfer and receiving the idea. This based on Scott Thonbury statement, speaking is so much a part of daily life what we take it for granted.²

From the speaking definition above, the researcher can conclude that speech refers to when we communicate messages orally and on the process of

¹ David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill, 200).

communication, we transferred the idea into the other that received the idea itself.

B. Concept of Error

1. The Definition of Error

Error refers to the systematic error of the learner which relates to the learners abilities. An error, according to Ellis, is a deviation from the norms of the target language. It means that the output that produce is not same with what the correct one. According to Ellis, error occurs when a deviation occurs as a result of a lack of knowledge.³ This is normal thing when someone makes an error in their speech performance. This is happened because the limitation of student awareness about the related things and they are does not know what the correct one.

Norish as cited by Muh. Arief Muhsin defined error is a systematic deviation.⁴ It means that the errors that occur in speech are errors that can be explained with a chain of cause and effect. Its possible to to determine why an error occurred.

The researcher can determine from a description that the error is a systematical error in speech activity when students made a fault in their speech but they don't realized and this happened because some causes, the one of causes is lack of knowledge.

³ *Ibid.*

⁴ Muh. Arief Muhsin, "Analysing the students errors in using simple present (A case study at Junior High School in Makassar)," *Pacific Science Review B: Humanities and Social Sciences*, 2016, 2.

2. Differences Between Error and Mistake

In this context errors are different with a mistake, even though both of them have a close same meaning. Students sometime makes something wrong. This kind of wrong is called with an error or mistake. An errors refers to students fault in their speech but they not able to correct the fault by their own self. For example in a learning process, students find a new word and she made a wrong in spelling that word, its happened because she didn't know how to pronounce correctly before. The student will be able to correct if she understand well what the error is and know what it should be. Doughlas Brown said Errors are a noticeable deviation from a native speaker's adult grammar, reflecting the learners' interlanguage competence.⁵ student's error as a result of a lack of knowledge and understanding, also they don't know the precept and do it over and over.

Meanwhile a mistake is a performance error that is either a random guess or a "slip," in that it is a failure to correctly use a known system.⁶ Mistake are a part of error when someone did something wrong or unintentional error without specific purpose, but they know the place of their fault. As an Ellis said that when learners fail to perform their competence, they make a mistake.⁷ For the specific example, teachers ask student to open their book to 32 page and read a text that is on the

⁵ H Doughlas Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prentice Hall Regents, 1994), 258.

⁶ *Ibid.*, 257.

⁷ Rod Ellis, *The Study of Second Language Acquisition*, (Oxford University Press, 1997), 51.

page, Student did wrong with opened the wrong page, but she immediately corrected her error after realizing.

From the explanation about error and mistake above, both of them are the mistake or fault but an error cannot be corrected by student itself, while mistake can be corrected by student itself as soon as they realizes a mistake has been made.

C. Speech Error

Speech errors is a common thing happened by someone especially on their performance. Speech errors are unintentional deviations from the target from one intends to produce.⁸ Speech errors in psycholinguistic also known as slip of tongue. When we speak, there are the some process of producing sound before, of course, it must go through and involves several step, such as the view developed and put forward have a following step, there are: conceptualize, formulator, articulation, and self monitoring.⁹

The first is conceptualize, it means that we have e to do a conceptualize what we want to communicate. The second is formulation, it means that we put the concepts of message into a linguistic plan. Articulation is a third step, we start to carry out the linguistic plan through the muscles in the speech system. Finally, in the last step is self monitoring, this is ability to determine what and how the word are said and transfer to communication. These step

⁸M. Goldricks and Daland. R, Linking Speech Error and Phonological Grammar: Insights from Harmonic Grammar Networks. Presented paper at the Experimental Approaches to Optimality Theory workshop of National Institutes of Health. 2007.

⁹ Qi Zhu and Bhine Liu, "A Study of Categorization and Causes of Speech Errors," *Science Publishing Group*, (2018), 2.

work sequentially so that we can produce a good speech. From that explanation, we know that each individual has the possibility of producing errors in their speech.

1. The Definition of Speech Error

The expert defined speech error with different definitions depends on perspective of research. Speech errors are unintentional deviations from what one intends to produce.¹⁰ This implies that speech error refers to the unsuccessfully in producing target sound and make an error to the different output when they speak. This happened when the speakers want to transferred their meaning through sound but they often make communication sluggish and not clear which errors in their speech.

They don't know about their errors because although it was basically correct but its not always coming with correct grammatical, pronouncing and selected words to express what the actually want to express. Because the process of produce the sounds in not simple as we know, the speakers often make an error. But, speech errors happened to whoever in different situations and types of speech errors they did. As a result, we refer to these as "Speech Error."

2. The Types of Speech Error

Speech error has several type, one of which is proposed by Clark an Clark. According to Clark and Clark cited on Farida we can identified

¹⁰ M. Goldricks and Daland, R, "Linking Speech Error and Phonological Grammar: Insights from Harmonic Grammar Networks," *Presented paper at the Experimental Approaches to Optimality Theory workshop of National Institutes of Health*, (2007), 2.

there are nine general type of speech errors.¹¹ Each types of error has different signs and symptoms from each other. There are several different kinds of speech error: filled pause, Silent pause, untraced false start, retraced false start, repeat, correction, interjection, stutter, and slip of the tongue.

a. Filled Pause

A filled pause is a category of speech errors between speech that filled the gap while speakers is speaking. The speakers with this error do the expression such us “hm”, “er”, “mm”, “ah”. Filled pause is written with the following symbol [...].

Example of Filled Pause:

- 1) Please give me, mm, some food!
- 2) Do you know the, er, Kimetsu no Yaiba movie?
- 3) Today, I want to, hm, try my new camera.

b. Silent Pause

Silent pause is type of speech errors when no speech between word. The gap on the error filled with silent. Basically, we only need time about 5% for pause to taking a breath in speaking. While pause in silent pause takes more time. If we see, the silent pause and the filled pause that have a significant different. The gap in silent pause not filled with a expression. This second categories of speech errors is usually written use (/ /) symbol.

¹¹ Farida Indri Wijayanti, “Speech Errors in Talk Show Program of Metro Tv Face to Face with Desi Anwar Broadcasted in January to June 2012,” *Jurnal Penelitian Humaniora*, Vol. 13. No. 12, 5.

Example of Silent Pause:

- 1) Take a // pictures of me!
- 2) Show me your // new clothes.
- 3) My mother tell me, last night // you and your sister come to my house but I still in my office.

c. False start (Retraced)

The following types of speech errors are retraced false that implies correction of word. The error occur when speakers did an error, they made a correction in their speech with includes the one or more word before the correction word. The symbol for retraced false start written with (\).

Example of retraced:

- 1) Today is my day \ my birthday!
- 2) For your information, a nail \ a snail can sleep for three years time
- 3) I bought the beautiful necklace that I saw in the internet last week \ last month..

d. False start (Unretraced)

The following category of speech error is unretraced false start. This kind of errors looks similar with retraced, but both actually have a different. Unretraced do not put the one or two repetition word before the words that are being corrected. Speakers only correction their one words to the right word in sentences. There is not repetition of word

before the correction word. (\) is a symbol of untraced false errors type.

Example of untraced:

- 1) I eat \ sleep for a while.
- 2) I want to buy some book \ toy.
- 3) My father told me to buy \ bring a newspaper.

e. Repeat

The types of this errors starts to happen while the speaker repeats one or more word in utterance, this error is called repeat. They are repeats the same word in one sentences. Usually, this happened because someone speak very fast. Repeats can be symbolized by (/).

Example of repeats:

- 1) Tomorrow / tomorrow morning I will go to market.
- 2) Before you go, I want / I want to say goodbye.
- 3) May your life always / always be filled with happiness.

f. Correction

The other type of speech error is correction. This type of speech errors close to false start. Something different about this error are the speakers give a correction expression like “I mean”, “that is” or “well” to mark the errors in previous word and make a correct one. Symbol of correction (-).

Example of correction:

- 1) I am very hungry - I mean, very thirsty

- 2) Can you give me your toys - I mean, doll?
- 3) This red dress - well blue dress is very suitable to you!

g. Interjection

Interjection is type of speech errors that give a short exclamation in the beginning of sentence such us “ah!”, “uh!” “um!” hey!” etc to convey the emotion, surprise or gain the attention.

Example of interjection:

- 1) Ah! I have a good news.
- 2) Hey! Do you wanna to build a snowman.
- 3) Um! I'm not sure what to do, can you give me some advice?

h. Stutters

Stutters is a types of speech errors when the speakers repeat the beginning of word. Non-fluency in stutters have a different type seen from the disfluencies in speech.

Example of Stutters:

- 1) B-b-b-banana (Stuttering called repetition)
- 2) My name is-ssss Arin (Stuttering called prolongation, where is prolongation in vowel or consonant of word).

This is occurs because the speakers face a anxiety, struggle to speak, or don't have experience before. In addition, stutters is accompanied by part of body movement, gesture and grin as a sign a struggle to speak.

i. Slip of Tongue

Slip of tongue usually symbolized by (→). This type of speech errors happen when speakers makes errors in wording from speech agenda. Scovel claims that slips of the tongue and typos are common occurrences in our speaking and writing.

Example of slip of tongue:

- 1) Did you know a tough → tongue twister?
- 2) Sweet → switch the turn bottom.
- 3) All my friends are talented and cine → nice.

3. The Factors of Speech Error

There are many causes of speech errors faced by students as a causes of their error. Cited on Qi Zhu, Clark and Clark list three possible causes of planning difficulties in speech based on some factors. Among them, researcher conduct the possible factors of student's speech error. The factors consist three the possible factors following: cognitive factor, social factor,¹² and anxiety factor.

a. Cognitive Factors

Two different perspectives exist on what the nature of cognition (and thus cognitive as involving cognition) exactly means. Cognitive psychology typically defines cognition in terms of information processing.¹³ It means that cognitive is ability to processing the

¹² Qi Zhu and Bhine Liu, A Study of Categorization and Causes of Speech Errors., 2.

¹³ Jan De Houwer, Dermot Barnes-Holmes, Yvonne Barnes-Holmes, "What is Cognition? A Functional Cognitive Perspective," *RUNNING HEAD: COGNITION*, 2016, 6.

information. Within functional psychology, cognition is conceptualized in term behavior.¹⁴ It refers towards a behavior.

Related to the two different perspective of them. The researcher can conclude cognitive as the stage to understand, process information, solve problems and know about something, where the aspect of environment affect the behavior of student. In speech, someone is quite hard to explain something through oral because it will take more time to pick and express the right words through oral. Every speakers will have different responses. Cognitive factors is considered to be the source of speech planning difficulty and made an error in speech.

Several thing caused an error based on cognitive factors of speech error consist of:

- 1) Lack of vocabulary, because to students limited vocabulary, they are unable to communicate themselves clearly or properly.
- 2) Lack of pronunciation, happened because students lack of inter language knowledge about pronunciation; phoneme.

Those factor is important in speaking activity because without the enough knowledge about vocabulary and pronunciation related to speech, can make a difficulties. As a result, they pause to think before speak, tend speak more slowly and accidentally did an error.

¹⁴ *Ibid.*

b. Anxiety Factor

The student's who become presenting their ideas is faced the anxiety. Speech errors occurs in anxiety situation when a speaker become tense, anxious or worried about a certain situation. The anxiety come when the student's worried can't perform well in their presentation performance. Furthermore, they are afraid to make a mistake, get the bad score and comment, or not be able to answer the question in the question and answer session. Also, they are lack of preparation. They suddenly become anxious or worried while trying to deliver their speech during the speech activity. These kind of their anxious are the things that make students nervous when they speak and made a error in their speech.

c. Social Factor

The last is social factor that caused an error in speech. Feelings, interests, attitudes, emotions, and values are examples of social causes.¹⁵ The environment and the presence of people also have a significant impact on their speech. For public activities in front of people, speak English is a something fear to a some of student. The existence of people around become a factors of speech error in their performance. Not just the people around, but the condition in around caused the error. Speak on the crowd with a different situational condition make their activity of speech are interrupted and they are

¹⁵ Ana Wiyasa Mugrahawati and Heru Suwignyo, "Speech Errors in Students' English Role Play Utterances (Psycholinguistic Prespectives in Learning Speaking at IAIN Surakarta," International Conference on Linguistic, 2017, 6.

being distracted. At the same time, being the center of attention is not an easy situation and make they feel uncomfortable with situation in around them. The factor of speech error can be shown in the table bellow:

Table 2. Factor of Speech Error

Factor of Speech Error	Aspects
1. Cognitive	<ul style="list-style-type: none"> ➤ Lack of vocabulary ➤ Lack of pronunciation
2. Anxiety	<ul style="list-style-type: none"> ➤ Worried can't perform well ➤ Afraid of making mistake ➤ Afraid to get a bad score and comment ➤ Nervous ➤ Lack of preparation
3. Social	<ul style="list-style-type: none"> ➤ Being distracted by crowd ➤ Shy being a centre of attention

All the factors is possible to causing difficulties to speak. It can be from external factor or from the students itself, and speech errors occurs.

D. Seminar Proposal

Student's in the university especially in their high semester are able to make an thesis as a final assignment to finish their study. The step of make a thesis is the student's must make research proposal first and past the seminar proposal process. The seminar proposal is part of the advances stage to

present the thesis plan that student will work on.¹⁶ The proposal seminar consist of 3 chapter there are introduction, theoretical review, and research method. Every chapter of the proposal seminar has their own plan and consist of the explanation.

The student's should take the time to presenting their research proposal. Presentation itself is the act of speaking or communicating in front of a large group of people in order to transmit an idea or material.¹⁷ It means that the purpose of presentation are to explain something in oral in front of the audience to deliver the idea. Presentation is not just about speak in front of people, but in depth meaning, to deliver the material and idea to the audience, so as audience can received what actually the contents about. Because make a word in oral and deliver the information is different. So, in the presentation, make sure to deliver something clearly and easy to understand.

In the process of seminar proposal, there are time to presenting the material of research proposal. Seminar proposal itself refers to a presentation about thesis proposal or oral presentation in front of participants and advisers.¹⁸ The student's should be able to show their research proposal clearly and fluently in front of examiners and audiences. Presenting their proposal in order to deliver the plan of their research to transferred the immaterial, make

¹⁶ Jaya, Sinarman and Nadila Oktavia, A Study of Anxiety Experienced by ELF Students in Presenting Proposal Seminars at English Study Program Muhammadiyah University of Bengkulu, Teaching English and Language Learning English Journal (TELLE), 149.

¹⁷ Ibid.

¹⁸ Khairatunnisa, Students' Preparation in Thesis Proposal Seminar (Case of Offline and Online Presentation)., 248.

the examiner and the audience understand and have a knowledge about the research proposal.

E. The Strategy to Minimize a Speech Error

The best strategies are really important and needed to minimize the speech error that caused by student's in their presentation. This purpose to make the good presentation or performance without find difficulties. It can be applied before do the process of presentation. The strategies they can be use is from the learning strategies. According to Oxford learning strategies is used to activate the student's involvement and it is considered important to develop oral communication develop.

1. Memory Strategies

The memory strategies are technique to help student to keep new information in memory then use it later. For the seminar proposal the student's can remembering the point of their proposal, the main idea, and the content of proposal

2. Cognitive Strategies

The cognitive strategies to practices, receiving, and transmitting the message. The student's can practice their self and make the structure to presenting their proposal.

3. Affective Strategies

The affective relate to emotions, motivations, attitude, and values.

¹⁹ The student's can affirm their self with the positive feelings, and control their emotions to lower the anxious. At the time, the positive feeling can suggest self to more calming and confidence.

The different strategies are the preparation well before do a seminar proposal. Well prepare can affect to show the performance in the real implementation of seminar proposal. There are preparation to apply to minimize the error in the speech presentation²⁰:

1. Practicing the presentation to build a confidence.
2. Preparing a nice power point
3. Understand the methodolog to make the explanation fluent.
4. Record and listen the process of simulation a seminar proposal presentation
5. Speak with a clear intonation and take a notes to the hard vocabulary.
6. Try to pronoun with a correct one

¹⁹ Widhayanti, Zahradita, English Department Students' Learning Strategies to Overcome Speaking Anxiety.

²⁰ Khairatunnisa, Student's Preparation in Thesis Proposal Seminar (Case of Offline and Online Presentation), 249-251.

CHAPTER III

RESEARCH METHOD

The research method is described detail in this chapter that used in this research. It described the six possible point, there are research design, data sources, data collection techniques, data instrument, and data analysis techniques.

A. Research Design

The researcher use design based on qualitative research to know common factors of speech errors in the process of seminar proposal presentation at IAIN Metro. In its broadest sense, qualitative research refers to research that generates descriptive data—own people's written or spoken words and observable behavior.¹ The goal of qualitative research is to comprehend social phenomena and provide a detailed verbal description of settings, situations, and participants. Rather than focuses on numbers and statistics, research in qualitative focuses more on concerned with data in the form of words or images.

This research conducted a research on the process of seminar proposal at IAIN Metro. It cause there are several speech error face by student's in their presentation of seminar proposal. The research consist of 7 English Department student's of the high semester; 8 until 9 semesters, at IAIN Metro to be analyze the types of speech error in their process of seminar proposal

¹ J. Steven Taylor, Robert Bogdan, and Marjorie L. DeVault, *Introduction to Qualitative Research Methods A Guidebook and Resource*, (Fourth Edition), (Canada: Jhon Wiley & Sons, 2016), 7.

presentation and interview the causes of their error in the presentation process. The researcher in order to learn more about the error cause information.

The researcher attended the seminar proposal of student's in IAIN Metro and took the video or recorded to documentation to get the data. The researcher focused on the process of presentation to analyzed the types of error and listed the various forms of errors. For the factors of speech error, the research conducted an interview process of the student's of seminar proposal to know the factors error that caused students error in their seminar proposal presentation at IAIN Metro.

B. Data Sources

The data sources can be in the form of a written document or recording, the result of observing and interviews as stated by Jennifer Masson. He defined people as data sources, and their life stories, which can be told verbally, in documentary, or visually.² The researcher divide two data source in this research. The data sources consist of primary sources and secondary sources.

1. Primary Sources

A qualitative research may also use a written document and the artifacts as a primary data sources.³ Primary data is one which is

² Jennifer Masson, *Qualitative Researching*, (Second Edition), (London: Sage Publication Ltd, 2002), 56.

³ Donald Ary, Lucy C. J, Asghar R, and Chris S, *Introduction to Research Design*, (Eight Edition), (Wadsworth: Cengage Learning, 2010, 2006), 453.

collected for the first time by the researcher.⁴ It means the primary data sources is the original data. The researcher consist the documentation and interview result as a primary data in this research. The documentation is from video or recording of the process of seminar proposal presentation at IAIN METRO and the interview result from the process of interviewing the student's that held after the seminar proposal.

2. Secondary Sources

Secondary data are the data obtained by a person unrelated to the research study who collected these data for another purpose and at a different time in the past.⁵ It means that, the secondary data can be used to support the analysis of primary data. Secondary data sources can be journals, articles, books with the topic related to teh research. The researcher used the information from journals, articles, books as a secondary data to support the primary data and complete this research.

C. Data Collection Technique

The researchers used several methods of collecting data to get the required data. The data collection technique that researcher used consist of three technique.

⁴ Ajayi, Oluwastin Victor, Distinguish Between primary Sources of Data and Secondary Sources of Data, 2017, 2.

⁵ Kalu , Alexandra Ogbonna Udu, Larry Chukwuemeka Unachukwu, and Oti Ibaim *Accesing Secondary Data, a Literature Review*, Singaporean Journal of Business Economics, and Managements Studies, Vol. 6, No. 6, 2018, 56.

1. Observation

The meaning of observation, in research, is defined as the observation of people's behavioral patterns in specific situations in order to obtain information about the phenomenon of interest.⁶ The researcher focus to observed the student's performance at their seminar proposal presentation at IAIN Metro.

2. Interview

The researcher use an interview to collect data in this research. An interview is a data collection method in which an interviewer asks an interviewee questions.⁷ Interviews are a dialogue between two people meant to be collects the data information about a certain topics or subject to discuss and interpret it based on the opinions of those interviewees. The kind of interview will use are semi-structured interview. The questions in semi-structured interview are more flexible because the interviewer can modify the question while conducting the interview beside the predetermined questions and the interviewee can answer the question in their own word.

The participant of interview are the English Education Department students` who have done a seminar proposal presentation process in IAIN METRO. The number of participant will consist of 7 student's after finished the process of seminar proposal.

⁶ Tnp, *Method of Data Collection*, (Sage Publication, 2020), 197.

⁷ *Ibid.*, 189.

In collecting data from student's as an interviewer, the researcher will prepares a list of question related the speech error factors to be asked to selected students and write their answer in to the notes.

3. Documentation

Documentation is a method of gathering information from the book, archive, video, and pictures that can support the research. The researcher will record a video while the process of seminar presentation. The results of video or recording from the seminar proposal presentation will researcher use to analyze and find the type of speech error.

D. Research Instrument

The main research instrument for this research are the researcher herself. The other instrument are the observation with take a notes while observe the student, interview with a list of questions, and the documentation.

E. Data Analysis

The qualitative data analysis process for this research divided into three stages: data reduction, data display, and conclusion and verification. To analyze the data, the researcher will employ the Miles and Huberman model.

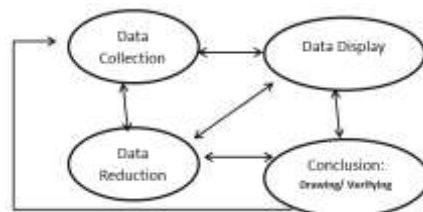


Figure 1. Analysis Component of Miles and Huberman Model

1. Data Collection

The first stage, researcher carried out the process of collecting data that obtained from the result of selection technique of data collection (observations, interview and documentations). The researcher collected data from the process of seminar proposal presentation at IAIN Metro, from the result of interview, and from the journal and book.

2. Data Reduction

The process of selecting, focusing, simplifying, abstracting, and transforming data that appears in written-up field notes or transcriptions is referred to as data reduction. The researcher participated in some data reduction activities.⁸

Data reduction is an analytical technique that clarifies, groups, concentrates, tosses out, and arranges data so that conclusions can be drawn. After the data has been collected, it is necessary to redistribute it in order to select data that is relevant and useful, as well as to focus on information that can be used to solve problems and answer research questions. The researcher selected the information that researcher get from the data collection process.

3. Data Display

An organized, compressed collection of information that allows for conclusion drawing and action known as display.⁹ The goal of data display is to accumulate information so that it can be describe the

⁸ Mathew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook*, (Second Edition), (SAGE Publications, 1994), 10.

⁹ *Ibid.*, 11.

situations that occurs. In this process of analysis data, the researcher divided the types of speech errors and the factors of speech error made by english education department students` IAIN Metro into table This is to make it easier for researchers to understand the existing information.

4. Conclusion and Verification

The final stage of data analysis is conclusion and verification. The researcher concluded the conclusion of speech error factors in the students video blogging. The verification need to make sure that the field notes is a suitable.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of the Research Location

1. Profile of IAIN Metro

a. The Brief History of IAIN Metro

IAIN Metro is the only one the State Institute for Islamic Studies in this city. IAIN Metro is located in Metro City at Jl. Ki Hajar Dewantara No. 15A Iringmulyo, Lampung. IAIN Metro, as an Islamic Institute and one of our favorite universities, has a vision and mission. It is important to build an experienced and competent Islamic institution.

The vision and mission must certainly be accomplish in its implementation. Its vision is becoming an Innovative Islamic College of Education in socio-echo-techno preneurship synergy based on Islamic values and Indonesian. There are some missions, namely: developing three pillars of university (education, research and development, and service society), developing and spreading technology in Islamic culture, and creating academic people who are smart, competent and have good moral, to achieve the vision.

Similarly, as an Islamic institute, IAIN creates the academic culture not only for the development of Islamic religious science, but also for the development of general science. Compared to general universities, Islamic culture in IAIN Metro is a special characteristic

of this institute. In addition, as an Islamic institute, IAIN Metro offers an education system that is based on Islamic ideals. It would be nice to stand get the Islamic and general education.

IAIN Metro was create on April 23 to 25, 1997, as Sekolah Tinggi Agama Islam Metro (STAIN) before change as institute. Based on the decree of president RI No. 11 of 1997, dated March 21, 1997 AD coinciding with the 12th of Dzulqaidah 1417 Hijriyah, which is turn was made the STAIN Jurai Siwo Metro Milad Day. STAIN Jurai Siwo Metro has progressed rapidly. Transfer status of STAIN Jurai Siwo Metri has been planned for a long time since 2010. Finally, status transfer from STAIN to IAIN Metro can be realized on April, 1, 2016.

To provide the students learning interest, IAIN Metro has many study programs that divide into four different faculties, there are:

- 1) Faculty of Tarbiyah and Teaching Science consist of Mathematic Education Study program, English Education Departemen Study program, Islamic Education Study program, Arabic Education Study Program, Biology Education Study Program, Social Science Education Study Program, Islamic Elementary School Education Study Program, Islamic Childhood Education Study program.
- 2) Economy Business Faculty consist of D3 Syariah Banking, Bachelors Degree of Syariah Banking. Islamic Economy

Study Program, Islamic Accountant, and Pilgrimage Management.

- 3) Syariah Faculty consist of Islamic Law Department, Islamic Economy Law, and Islamic Constitutional Law.
- 4) Ushuludin, Adab and Da'wah Faculty concist of Islamic Broadcasting Communication program, Arabic Language and Literature, and Islamic Counseling Guidance.

That is a brief history of IAIN Metro and the short information about IAIN Metro profile. From the first until now, IAIN Metro is still standing and growing for the better.

b. Structure Organization of IAIN Metro

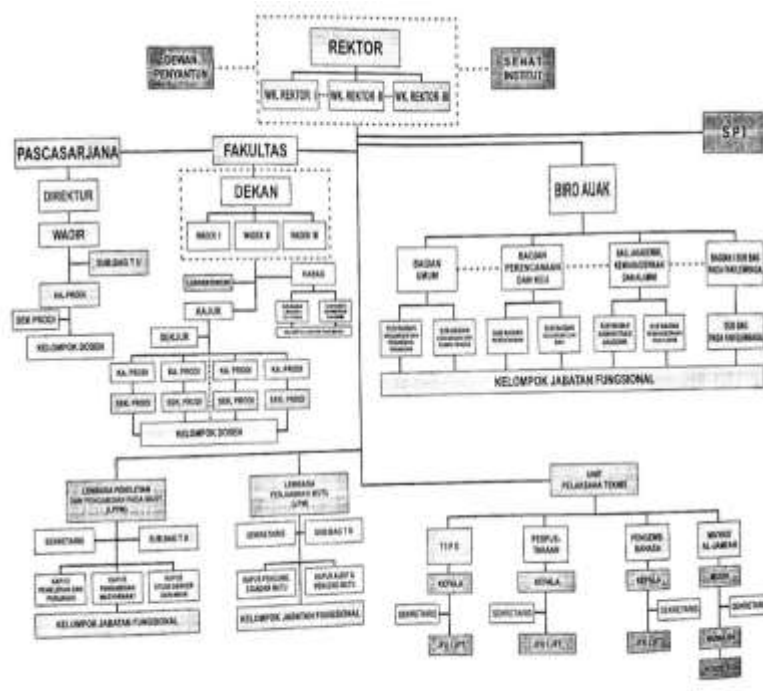


Figure 2. The Organization Structure of IAIN Metro

c. The Facilities of IAIN Metro

Learning process in IAIN Metro supported by the various facilities in order to help not only students but the lecture. The details of facilities shown in the table bellow:

Table 3. Data Facilities of IAIN Metro

No.	Facilities	Number of Room	Large (M ²)
1.	Lecture's Room	1	556
2.	Computer Laboratory Unit & BMT	1	1000
3.	Library Unit	1	1000
4.	Language Laboratory Unit	1	180
5.	Micro Teaching Laboratory	1	106, 8
6.	Islamic Development Unit	1	30
7.	Classroom	16	1248
8.	Mosque	1	1000
9.	Futsal Field	1	510
10.	Basketball Field	1	-
11.	Volley Ball Field	1	-
12.	Tennis Field	1	650
13.	Wall Climbing Field	1	92
14.	Students Activities Unit	1	-
15.	Students Committee Office	1	-
16.	Auditorium	1	-

d. Location Sketch of IAIN Metro

IAIN Metro divide into two campus building that are located in different place. The first is campus one, located at Jl. Ki Hajar Dewantara street, Banjar Rejo, Bataghari, East Lampung. This

page focus on the sketch location of first campus buildings. The details location of campus one shown in the sketch below:

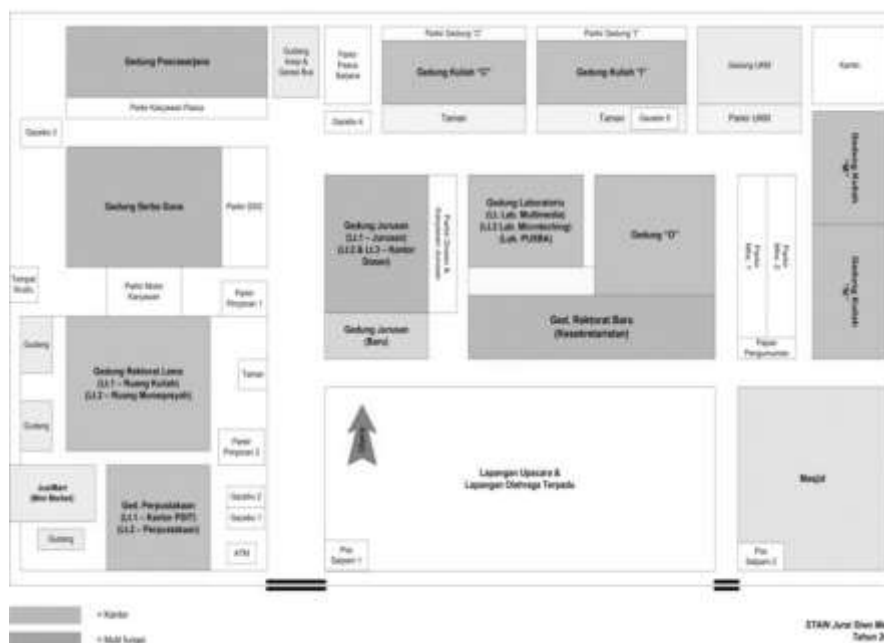


Figure 3. Location Sketch of IAIN Metro

e. The Students Population in IAIN Metro

Table 4. Data of Total Student in IAIN Metro

No.	Faculty	Program	Students
1.	Tarbiyah Faculty	English Education Department	462
		Islamic Education Departemen	981
		Arabic Education Department	144
		Mathematical Education Department	227
		Biology Education	232

		Department	
		Social Science Education Department	227
		Islamic Elementary School Education Department	450
		Islamic Childhood Education Department	155
2.	Economy Business Faculty	Islamic Economy Department	963
		S1 Syari'ah Banking Program	518
		D3 Syari'ah Banking Program	1
		Islamic Accountant	329
		Pilgrimage Management	125
3.	Syari'ah Faculty	Islamic Law Program	238
		Islamic Economy Law Program	238
		Islamic Constitutional and Broadcasting Program	177
4.	Islamic Announcement and Communication Faculty	Islamic Communication and Broadcasting Program	275
		Language and Arabic Literature Program	57
		Islamic Extension Guidance	95

2. The English Education Departement of IAIN Metro Profile

English Education Department is one of the study program of Tarbiyah and Teacher Training Faculty in IAIN Metro. English Education Department building located in campus one IAIN Metro, Jl. Ki Hajar Dewantara 15A, Iringmulyo, Metro City. Before became a Starta 1 program, English Education study program at first was a Diploma 3 that opened in 2002. Based on the decree No: DJ.I/220.c/2007 28 May 2007 in Jakarta, English Education Department or known as TBI get the legal and operational license.

English Education Study Program want to create and build a students who professional in their academic with an Islamic value. It is accordance with their vision, namely “Creating professional students in English Education who can integrate Islamic values and academic dimensions”. in addition, a missions is needed to realize the vision. Those mission are:

Developing the student privacy through knowledge reinforcement. And actualization toward religious, national, and civil life in Islamic culture.

- a. Building and developing humanist, democratic, and modern academic atmosphere.
- b. Growing the professionalism ethic through theoretical knowledge basic mastery.

- c. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.
- d. Applying integrated education system which is able to give a significant input for educational development.

English Education Department want to provide the quality of learning and teaching to create a balance quality in every aspect.

B. The Result of Research

1. Speech Errors Made by the English Education Department Students of IAIN Metro in their Seminar Proposal Presentation Process

This chapter explain the types of speech error and factors that affecting in their seminar proposal presentation performance. In this research, researcher was conducted the research on different time follows their own seminar proposal schedule, by collecting the documentation of seminar proposal process.

The writer analyzed the data from 7 selected English Education Department students IAIN Metro to find the speech error. Based on Clark on Clack's (1997) theory, namely: filled pause, silent pause, untraced false start, retraced false start, repeat, correction, interjection, stutter, slip of tongue.

The factor of speech error divide into three categories, there are: cognitive factor, anxiety factor, and social factor. To find the factor that

affecting students error, the researcher conducted the interview and analyzed the result of interview.

The researcher collected all the findings, after classifying them into table and identifying the different categories of speech error, the researcher examined each piece data in those tables. The finding of research can be seen as below.

a. Filled Pause

Filled pause is the type of error when the pause between the word filled with additional expression like hm, er, mm, ee, etc. This types of error happened because speakers can't share what they want to say clearly. The two examples bellow were used by the researcher to analyze this type of error:

Student 1 (DM)

Student 1 said “: ...to be more active in following English lesson, es, **mm**, especially for listening“. She is paused her speech and filled the “**mm**” between her speech to fill the pause. The target speech that can be said if she doesn't make an error is “*...to be more active in following English lesson especially for listening*”

Speech : ...to be more active in following English lesson, es, **mm**, especially for listening.

Target : ...to be more active in following English lesson especially for listening.

Student 5 (LH)

The researcher discovered that the student 2 speech said *“Based on the background student the researcher found, ee, 3problem identification”* in this context rather than *“Based on the background student the researcher found 3 problem identification”*. It means, the student 2 did the types of error called filled pause because there are word **“ee”** to filled the paused in her speech. The researcher found that the student 2 did the most error in filled pause. The target speech that can be said if she doesn't make an error is *“Based on the background student the researcher found, problem identification”*.

Speech : Based on the background student the researcher found, ee, problem identification.

Target : Based on the background student the researcher found, problem identification

This kind of error can be found in another student speech based on the result of data analysis. The researcher found the error in student 1, student 3, student 4, student 6, and student 7.

b. Silent Pause

Silent pause is type of speech error when no speech between the word. The paused between the word not filled with additional word, or sound, just silent for a moment to continue the next word. The two examples bellow were used by the researcher to analyze this type of error:

Student 1 (DM)

The researcher found the student 1 pause her speech just for a second, she said *“to overcome several problem which // is faced in teaching listening skill”*. There are silent between word which and is when she tried to explain. The actual speech must be *“to overcome several problem which is faced in teaching listening skill”* without the silent pause.

Speech : to overcome several problem which // is faced in teaching listening skill.

Target : to overcome several problem which is faced in teaching listening skill.

Student 3 (AMS)

“In this research here the word category session method using letter and picture” could be the actual speech without an error, but the student 3 did a silent between word *research* and *here*, the sign // in between word is the place of the silent.. So, the speech turn on like this *“In this research // here the word category session method // using letter and picture”*. The student just silent and didn't filled the pause with some word like ee, etc. That's why the error that student 3 did called with silent pause.

Speech : In this research // here the word category session method // using letter and picture

Target : In this research here the word category session method using letter and picture

Silent pause also can be found in another student data. This types of error happened in student 1, student 4, student 5, student 6 and student 7 speech based on the result of data analysis.

c. Untraced False Start

This kind of error occurred when speaker make a correction to their word because the speaker said a wrong word. The correction of untraced false start put the one or two repetition word before the words that are being corrected. The two examples bellow were used by the researcher to analyze this type of error:

Student 4 (AMS)

The researcher found an error called silent paused in almost students speech. For the example, the student 4 said "*The predetef predetermined minimum completeness criteria*". She actually want to say predetermined, but unconsciously said the wrong word "*predetef*". She end up made a correction with an actual word. She made correction only to the wrong one word without brings other word easily conclude she made an unretraced false start types of error. The target speech that can be said if she doesn't make an error is "*The predetermined minimum completeness criteria*".

Speech : The **predetef** \ \ predetermined minimum completeness criteria

Target : The predetermined minimum completeness criteria

Student 6 (DK)

For this context, student 6 said *“Type of the this research: in this research I found threee qualitative types data sources”*. The researcher realized that the students make two errors in one sentence. The first was unretraced false, she made correction from word the to word this. The target speech that can be said if she doesn’t make an error is *“Type of this research: in this research I found threee qualitative types data sources”*.

Speech : Type of **the** \ this research: in this research I found threee qualitative types data sources

Target : Type of this research: in this research I found threee qualitative types data sources

Besides that, there were other students who committed this type of error. From the results of the data that is student 1, student 4, student 5, student 6, and student 7 who struggled with this types of error.

d. Retraced False Start

Retraced false start have a close meaning with untraced false start. The different about this two is retraced false start happened when speaker make a correction to their word because the speaker said a wrong word. The correction of this error not include the word

before the right word. The two examples below were used by the researcher to analyze this type of error:

Student 6 (DK)

In this context, student 6 said “*The primary the first data from the interview and question*”. Retraced false utterance itself is an error when the speakers make a correction to the correct word include the repetition of one or more before the words that are being corrected. Take a look to the example, she actually want to say the target words, but end up produced a wrong word which is *the primary*, so she correct the word become *the first*. she include *the* to be corrected with the wrong word. The target speech that can be said if she doesn't make an error is “*Listening is a crucial part of daily communication*”.

Speech : The primary \ the first data from the interview and question

Target : The first data from the interview and question

Student 1 (DM)

In this context, student 1 tried to explain the meaning of listening. Her actual speech must be “*Listening is a crucial part of daily communication*”. Although she makes an effort to speak the correct phrases, but she mistakenly produced words that are *listening as*, so that she need to correct the words become *listening is*. She did the retraced false stats that means that she wants to be as clear as

possible about what she means. The students 1 did the most error in this type. The target speech that can be said if she doesn't make an error is *"Listening is a crucial part of daily communication"*.

**Speech : Listening as ** listening is a crucial part of daily communication

Target : Listening is a crucial part of daily communication

e. Repeat

Repeat happened because the speaker make a repetition of their word. It can be one or two same word in utterance. The two examples bellow were used by the researcher to analyze this type of error:

Student 1 (DM)

The student 6 said "Basically, there are ffour skills in English that must be mastered by / by students". She repeats the word *by* between her speech. She talked a little bit fast and then repeated the word while think of the next word. The target speech that can be said if she doesn't make an error is *"Basically, there are ffour skills in English that must be mastered by students"*.

Speech : Basically, there are ffour skills in English that must be mastered by / by students

Target : Basically, there are ffour skills in English that must be mastered by students

Student 7 (RM)

There are some error types in one phrases, but the researcher focused on the repetition in her speech. The student 2 did an error by repeated the same word before produce the next word. She was repeated 2 same word, *creative reading*, before continue her next word. She looks difficulty to finding and producing the right word and unmistakably repeated the same word. The target speech that she should say is “*Creative reading is a high level in reading able ability*”.

Speech : Crecreative reading / creative reading is aaa high level in reading able ability

Target : Creative reading is a high level in reading able ability

f. Correction

The kind of speech error which is called correction looks familiar with false start. The correction of this error is expressed with “I meaan” or that is” or “well” to mark the error. The examples bellow were used by the researcher to analyze this type of error:

Student 2 (M)

The researcher found that student 2 did an error namely correction. This is because in between of her speech, she made correction which is “*I mean*”. The researcher only found one in this kind of error in one student.

Speech : Vocabulary is the most important in reading because, I **mean**, doesn't have understand most vocabulary can difficult about it

Target : Vocabulary is the most important in reading, doesn't have understand most vocabulary can difficult about it

g. Interjection

Interjection occurred because the speaker wanted to convey the emotion, or gain the attention by give a short exclamation in their speech. The two examples bellow were used by the researcher to analyze this type of error:

Student 6 (DK)

The researcher found that student 6 made an interjection in the phrases "*The honorable Mister Doctor Mahrus Asad M. Pd **eh!** M. Ag*" She made an interjection **eh!** between her speech to indicates that she realized the next word M. Ag is actually what she want to say, and she should gain attention by make an emphasis in next word. The target speech that can be said if she doesn't make an error is "

The honorable Mister Doctor Mahrus Asad M. Pd M. Ag"

Speech : The honorable Mister Doctor Mahrus Asad M. Pd **eh !** M. Ag

Target : The honorable Mister Doctor Mahrus Asad M. Pd M. Ag

The researcher only found these two error in the two student for this kind of error. Each student did one interjection in their speech which is *eh!*. the other error found on student1 speech.

h. Stutter

Stutters is type of error when speaker repeat the word with do repetition or prolongation sound. The stutters is accompanied by a gesture or body movement. The two examples bellow were used by the researcher to analyze this type of error:

Student 4 (AMS)

In this context, the student 4 did stutter called prolongation stutter. She said *“For example noun categories, I will explain what is type what is noun and givvee.. the example about noun”*. It can be seen here, she can simply say *give* but mistakenly produced the stutter by making prolongation sound which is **givvee..**. At that time she seemed to have difficulty to say the next word. The target speech that can be said if she doesn't make an error is *“For example noun categories, I will explain what is type what is noun and give the example about noun”*.

Speech : For example noun categories, I will explain what is type what is noun and **givvee..** the example about noun

Target : For example noun categories, I will explain what is type what is noun and **give** the example about noun

Student 6 (DK)

The student 6 said “*Cre-creative reading creative reading is aaa high level in reading able ability*”. The researcher found two stutters in her sentence. Clearly, the student 6 stutters when producing a word that is *creative* and *article*. For the word *creative*, she creates stutters by making a repetition sound of **cre-creative**. Moreover, the stutter she creates by prolongation sound which is word **aaa..** She is also seen making a hand gesture as a sign that she is in struggle to create the next word. The target speech that can be said if she doesn't make an error is “*Creative reading creative reading is a high level in reading able ability*”.

Speech : **Cre-creative** reading creative reading is **aaa** high level in reading able ability

Target : Creative reading creative reading is a high level in reading able ability

i. Slip of Tongue

Slip of tongue it happened because the speakers typos in pronounce a word and talked with grammatical error. The two examples bellow were used by the researcher to analyze this type error:

Student 6 (DK)

Student 6 said “*According to Smith there are 4 types in reading, the first is literal literal reading and the **saicen** is interpretative*”

reading". The researcher realized after analysis the context of her phrases bellow. She explained about 4 types of speech error. Actually she wanted to said **second** to mention the next types, but she mistakenly did a slip of tongue by saying saicen instead of second. The target speech that can be said if she doesn't make an error is *"According to Smith there are 4 types in reading, the first is literal literal reading and the second is interpretative reading"*.

Speech : According to Smith there are 4 types in reading, the first is literal literal reading and the **saicen** is interpretative reading.

Target : According to Smith there are 4 types in reading, the first is literal literal reading and the second is interpretative reading.

Student 1 (DM)

Student 1 said *"First of all, let's thank to our our **good** Allah SWT"*. She actually wanted to say her gratitude to Allah SWT. She did a slip of tongue by saying good rather than god. She can minimized the slip of tongue by learning more about the grammar and pronunciation. The target speech that can be said if she doesn't make an error is *"First of all, let's thank to our our **god** Allah SWT"*.

Speech : First of all, let's thank to our our **good** → god Allah SWT

Target : First of all, let's thank to our our god Allah SWT

The researcher have analyzed the speech error that happened in student speech and the researcher found a several finding. The findings will be show a table of students frequency error in each

types of error. This aims to facilitate the readers to read the data easily, efficient, and help to understand the content . There are the results will be showing the table below:

Table 5. Data Total of Speech Error

No.	The Types of Speech Error								Tota l
		St. 1	St. 2	St. 3	St. 4	St. 5	St. 6	St. 7	
1.	Filled Pause	1	3	-	1	7	2	3	17
2.	Silent Pause	6	5	3	3	-	1	4	21
3.	Untraced False Start	2	1	-	4	1	3	2	14
4.	Retraced False Start	5	3	-	2	2	4	3	19
5.	Repeat	5	3	2	1	-	3	3	17
6.	Correction	-	-	-	-	-	-	1	1
7.	Interjection	1	-	-	-	-	1	-	2
8.	Stutter	4	4	2	4	4	4	2	24
9.	Slip of Tongue	6	-	3	-	-	1	1	11
10.	Total of Error								126

Based on the results of the data that researcher has done, researcher has found 126 total of speech error in their seminar proposal presentation. The error is divided into several types, filled pause there are as many as 17 errors, silent pause with 21 errors, untraced false start have 14 errors, retraced false start with 19 errors, repeat there are as many as 17 errors, 1 errors indicate as correction, 2 errors in the interjection, stutter with 24 errors and slip of tongue with 11 errors.

2. Factor of Speech Error Faced the English Education Department Student of IAIN Metro in their Seminar Proposal Process

After analyzed the 7 interviewer, the researcher found the most common cause of students in their seminar proposal presentation by looking at the analysis in the types of error. The researcher conclude that is 3 possible factor causing the eror. There are cognitive factor, anxiety factor, and social factor, purposed by Clark and Clark's.

a. Cognitive Factor

The first factor is cognitive factor. Cognitive itself as a stage to understand and produce the sentences or content. Cognitive factor caused because the student lack of vocabulary and lack of pronunciation.

From the process of seminar proposal, the students look hesitate and struggle to produce the sound, find the right word, and a quite struggle to explain the topic. There is take a long time to them to continue the speech and make them use the random word to filled the pause. For example they did a silent pause and fled pause error

The researcher found in the result of interview they are forgot about what they want to talk about because they can't find the right word and how to pronounce it. Student 1 said in the interview "*I forgot the material and say something wrong, I can't speak and explained the material clearly because I can't found the right word*". The student 1 struggle to find the word because she can't

found the right word next and needed time to actually find what they want to say. The other student said *“The difficulties that I experienced were **lack of vocabulary** and also **there were several words that I forgot to say during the presentation**”*.

This factor of error can be minimize by increase to remember a lot of vocabulary and practice how to pronounce it.

b. Anxiety Factor

Anxiety factor is the most factor that caused the students error in their seminar proposal process. Anxiety factor happened because they are faced the tense, anxious situation. This can affected the student seminar proposal presentation performance.

Student 6 in the interview explained about the difficulties in presented her proposal, she said *“First, I feel so **nervous** when I presenting own proposal. Second, I **forget own material** when I presenting own proposal”*. The nervous make the students start to forgot her speech and an error occurs. Furthermore, student 1 did an error because she was so nervous when presenting her proposal, she explained *“I feel so **nervous** and that is make me can’t explained my material well”*.

This kind of error factor can be minimized by prepared own self enough, try to relax and not think about the negative think before or during presentation.

c. Social Factor

The last factor that caused an error in their speech are social factor. Social factor is the situation when student face difficulty because under pressure around them. it can be the excisestense of people around them. They are being afraid of making a mistake and take a long time to selected the word.

Student 3 explained when the seminar proposal process there are the crowd in the room and sometimes they are bothered her because the noisy, she said “...*I feel not nervous. But the **noisy participant bothered me once and make me forgot what I want to say***”. She is start to make an error because she get bothered of crowd. Student 4 explained about her though about the audience, she said “*I feel all all eyes on me. When I start presentation, all the audience in the room was silent and it made **a tension to me**. For the first, the **tension make me can't delivered the material clearly, but I am getting comfort able after***”. For this context, the error happened because the student experienced the tension of being the center of attention. She start make an error and can't delivered speech clearly.

Social factor of error can be minimized by practice the speech in front of mirror or in front of people before the day. That will get used to it and be more confident.

C. Discussion

The researcher found several types of error in the documentation seminar proposal presentation that has been analyzing. There were 126 errors made by 7 student in their seminar proposal presentation. The number of errors were: Filled Pause 17 times, Silent Pause 21 times, Untraced False start 14 times, Retraced False start 19 times, Repeat 17 times, Correction 1 times, Interjection 2 times, Stutter 24 times, and Slip of Tongue 11 times.

The 3 types with the most speech errors did by students in their seminar proposal presentation are Stutter with 24 total of errors, Silent Pause with 21 total of errors, and Retraced False Start with 19 total of errors. Moreover, the lowest types of error was Correction with only one total of errors.

There are three commons factors caused an the error in their speech, there are cognitive factor such as lack of vocabulary, anxiety factor such as nervous, and social factor such as being interrupted by crowd. Also, there are another possibility factor caused the error.

CHAPTER V

CONCLUSION SUGGESTION

The researcher gives the conclusion and suggestion at the end of this investigation after acquiring and examining the facts from the previous chapter. The conclusion can be reached based on the formulated research questions, but the research is meant to provide further details to future researchers who are considering carrying out similar study in the future.

A. Conclusion

In this research, the students do the speech error in their seminar proposal presentation. There are 9 factors of speech error which is Filled Pause, Silent Pause, Untraced False start, Retraced False Start, Repeat, Correction, Interjection, Stutter, and Slip of Tongue.

The researcher explains based on the interview of students, the students error in their speech caused because of several factors. The factor are cognitive factor it could be because of lack of vocabulary, anxiety factor it can be the nervousness when perform, and social factor it could be because the crowd.

As the result., the researcher found that Stutter is the most error did by students in their speech. The next several types of speech error that are did by students are silent pause and retraced false star. The error can be minimized by prepared the material well, practice, try memorize and understand the material, and confident and trust our self.

B. Suggestion

After the researcher had done this research, the researcher would like to give some suggestions in view of the findings of the mentioned research:

1. For the Students

For the students hope this research can be the sources to know about speech error and know the wayt to minimize the error.

2. For the Lecturers

For the lectures should give the knowledge about speech error, know about the factors of error to give the students advice in the student performance.

3. For the Researchers

For the researcher assumes that some students might be interested in doing a study on speech error analysis when they get the chance later. So, this research can be a references in their research soon.

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APPENDICES

Appendix 1. Prasurvey Permit Letter



Nomor : B-2549/In.28/J/TL.01/06/2022
 Lampiran :-
 Perihal : IZIN PRASURVEY

Kepada Yth.,
 Kepala SMA NEGERI 1 BATANGHARI
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : ARIN ARDINI LILLAH SIREGAR
 NPM : 1801070009
 Semester : 8 (Delapan)
 Jurusan : Tadris Bahasa Inggris
 AN ANALYSIS OF SPEECH ERROR FACTOR IN STUDENTS
 Judul : VIDEO BLOGGING AT SENIOR HIGH SCHOOL 1
 BATANGHARI

untuk melakukan prasurvey di SMA NEGERI 1 BATANGHARI, dalam rangka menyelesaikan 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, 14 Juni 2022
 Ketua Jurusan,



Andianto M.Pd
 NIP 19871102 201503 1 004

Appendix 2. Prasurvey Permit Reply Letter



**PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 BATANGHARI
"TERAKREDITASI B"**



*Jln. Kapten Harun 47 a Nampirejo Kec. Batanghari Kab. Lampung Timur 34381 Email: sman01batanghari@gmail.com
NPSN : 10805998*

Nomor : PL/133/V.01/SMA.01/2022

Lampiran : -

Hal : Balasan Izin Prasurvey

Kepada

Yth. Ketua Jurusan Tadris Bahasa Inggris

Di -

Tempat

Assalamu'alaikum Wr. Wb

Menanggapi surat Bapak Nomor : B-2549/In.28/J/TL.01/06/2022 tentang Izin Prasurvey, maka dengan ini kami bersedia memberikan izin kepada Mahasiswa yang tersebut di bawah ini :

Nama : ARIN ARDINI LILLAH SIREGAR
NPM : 1801070009
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF SPEECH ERROR FACTOR IN STUDENT VIDEO BLOGGING AT SENIOR HIGH SCHOOL 1 BATANGHARI

Untuk melaksanakan Pra Survey di SMA Negeri 1 Batanghari dalam rangka penulisan proposal penelitian.

Demikian surat pemberian izin observasi ini di keluarkan untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum. Wr. Wb

Batanghari, 01 April 2022
Kepala Sekolah


Drs. MUJIYONO, M.Pd
NIP. 19661020 199203 1 004

Appendix 3. Thesis Guidance Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo 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-6170/In.28.1/J/TL.00/12/2022
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Andianto (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **ARIN ARDINI LILLAH SIREGAR**
NPM : 1801070009
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **AN ANALYSIS OF SPEECH ERROR FACTOR IN THE SEMINAR PROPOSAL PRESENTATION PROCESS OF ENGLISH EDUCATION DEPARTEMENT STUDENTS' OF IAIN METRO**

Dengan ketentuan sebagai berikut :

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 30 Desember 2022
Ketua Jurusan,

Appendix 4. Research Permit Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo 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-3256/In.28/D.1/TL.00/06/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KETUA PRODI TBI IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3257/In.28/D.1/TL.01/06/2023, tanggal 14 Juni 2023 atas nama saudara:

Nama : **ARIN ARDINI LILLAH SIREGAR**
NPM : 1801070009
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF SPEECH ERROR FACTOR IN THE SEMINAR PROPOSAL PRESENTATION PROCESS OF ENGLISH EDUCATION DEPARTMENT STUDENTS OF IAIN METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 14 Juni 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Appendix 5. Letter Assignment



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH 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.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3257/In.28/D.1/TL.01/06/2023

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

Nama : **ARIN ARDINI LILLAH SIREGAR**
NPM : 1801070009
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF SPEECH ERROR FACTOR IN THE SEMINAR PROPOSAL PRESENTATION PROCESS OF ENGLISH EDUCATION DEPARTMENT STUDENTS' OF 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.

Mengetahui,
Pejabat Setempat

Dikeluarkan di : Metro
Pada Tanggal : 14 Juni 2023

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Appendix 6. Research Permit Reply Letter



**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-3345/In.28.1/J/TL.00/06/2021

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 : ARIN ARDINI LILLAH SIREGAR
NPM : 1801070009
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 ERROR FACTOR IN THE SEMINAR PROPOSAL PRESETATION PROCESS OF ENGLISH EDUCATION DEPARTMENT STUDENTS OF IAIN METRO**" yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

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

Wassalamualaikum Wr. Wb

Metro, 19 Juni 2023
Ketua Jurusan TBI



Andianto, M.Pd
NIP.19871102 201503 1 004

Appendix 7. Library Free Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47298; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-868/In.28/S/U.1/OT.01/06/2023**

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

Nama : Arin Ardini Lillah Siregar
NPM : 1801070009
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801070009

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, 15 Juni 2023
Kepala Perpustakaan

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

Appendix 8. Library Free Letter of Major



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Inringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail:
lainmetro@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

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

Nama : Arin Ardini Lillah Siregar
NPM : 1801070009
Jurusan : Tadris Bahasa Inggris

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

Metro, Juni 2023
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102201503 1 004

Appendix 9. Thesis Guidance Card



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

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

Nama : Arin Ardini Lillah Siregar
 NPM : 1801070009

Jurusan : TBI
 Semester : VI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	16/2 /6		preparasi chapter 1 problem formulation ?	
	25/21 /11		chapter 2. pull out all of the source.	
	9/6 /22		Revisi chapter II! Learn how to cite! Dca Seminar.	

Mengetahui
 Ketua Jurusan TBI

Andianto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing

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.iaim@metrouniv.ac.id

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

Nama : Arin Ardini Lillah Siregar
NPM : 1801070009

Jurusan : TBI
Semester : 9

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	01 / 12 / 12		→ Power indicator of interview → form of interview	
	08 / 12 / 12		→ Res Research.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Andianto, M.Pd
NIP. 19871102 201503 1 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN


Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 website: www.metrouniv.ac.id Email: iaimetro@metrouniv.ac.id

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

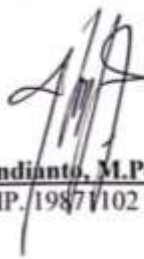
Nama : Arin Ardini Lillah Siregar Jurusan : TBI
 NPM : 1801070009 Semester :

No	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
1	06/23 06		Complete All Chapter.	
2	11/23 06		Revisi All. Doc Manajile.	

Mengetahui
Ketua Jurusan TBI,


Andiarto, M.Pd.
 NIP.19871102 201503 1 004

Dosen Pembimbing,


Andiarto, M.Pd.
 NIP.19871102 201503 1 004

Appendix 10. Result of Turnitin

AN ANALYSIS OF SPEECH ERROR FACTOR IN THE SEMINAR PROPOSAL PRESENTATION PROCESS OF ENGLISH EDUCATION DEPARTEMENT STUDENTS` OF IAIN METRO

ORIGINALITY REPORT

4%	4%	1%	1%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.metrouniv.ac.id Internet Source	1%
2	e-journal.metrouniv.ac.id Internet Source	<1%
3	eprints.ums.ac.id Internet Source	<1%
4	Submitted to Universiti Teknologi MARA Student Paper	<1%
5	redfame.com Internet Source	<1%
6	www.omicsonline.org Internet Source	<1%
7	Submitted to IAIN Metro Lampung Student Paper	<1%
8	Submitted to IAIN Purwokerto Student Paper	<1%

Submitted to University of Leeds

Appendix 11. Documentation



Appendix 12. Speech Error Type Analysis

Student Name 1 : Diah Murniati

Student Number : 1801072009

Date : 21 November 2022

No.	Types of Error	Speech	Error Identification
1.	Filled Pause	To be more active in following english lesson, es mm especially for listening	To be more active in following english lesson, es, mm , especially for listening
2.	Silent Pause	To learn English and personal confidence	To learn English and personal confidence
		To overcome several problem which is faced in teaching listening skill	To overcome several problem which // is faced in teaching listening skill
		The teaching strategy of listening uses a met cognitive strategy	The teaching strategy of listening // uses // a met cognitive strategy
		This research method will focus on qualitative	This research // method will focus on qualitative
		Without the ability to listen effectively massages are easily misunderstood	Without the ability to listen effectively // massages are easily misunderstood
3.	Untraced False Start	Her here we learn how to teacher gives the right motivation to learn English	Her \\ here we learn how to teacher gives the right motivation to learn English

		Making students better understand what thets they hear	Making students better understand what thets \ they hear
4.	Retraced False Start	Research question on focus, focus on	Research question on focus , focus on
		Listening an important and in and integral part	Listening an important and in and integral part
		Listening as listening is a crucial part of daily communication	Listening as \ listening is a crucial part of daily communication
		The teaching lis the teaching strategy of listening	The teaching lis \ the teaching strategy of listening
		This research method will focus on qualitative red qualitative research	This research method will focus on qualitative red \ qualitative research
5.	Repeat	First of all, let's thank to our our good.	First of all, let's thank to our / our good.
		Basically, there are ffour skills in English that must be mastered by by students	Basically, there are ffour skills in English that must be mastered by / by students
		To learn English and personal confidence to to students	To learn English and personal confidence to / to students
		The best learning strategies to effective to effective learning	The best learning strategies to effective / to effective learning
		The conclusion conclusion drawing or verification	The conclusion / conclusion drawing or verification

6.	Correction		
7.	Interjection	The honorable the secretary mister, eh! Miss Yeni Sprihatin M. Pd.	The honorable the secretary mister, eh! Miss Yeni Sprihatin M. Pd.
8.	Stutter	I am going to tto present my research	I am going to t-t-to present my research
		Basically, there are ffour skills in English	Basically, there are f-four skills in English
		This research employed dddescriptive qualitative research design	This research employed d-d-descriptive qualitative research design
		Qualitative research usually involvvvve fewer cases investigation	Qualitative research usually involvvvvce fewer cases investigation
9.	Slip of tongue	First of all, let's thank to our our good.	First of all, let's thank to our good → god Allah SWT
		Secondly, pes and salutation always be given to our prophet Muhammad SAW	Secondly, pes → peace and salutation always be given to our prophet Muhammad SAW
		An Analys of Procedures in Teaching Listening Conducted by English Teacher	An Analys → Analysis of Procedures in Teaching Listening Conducted by English Teacher
		Because they release that students are not native English speakers.	Because they release → realize that students are not native English speakers.
		Ok, and the next, object and benefit of student	Ok, and the next, object → objective and benefit of student → study

Student Name 2 :Monica Yolanda Sari

Student Number : 1801072022

Date :21 November 2022

No.	Types of Error	Speech	Error Identification
1.	Filled Pause	The first is primary data from three interview andda questionnaire and the secondary data is ee from, books, journal, dodocument	The first is primary data from three interview andda questionnaire and the secondary data is ee from, books, journal, dodocument
		Creative reading is ee high level in read mebel ability when reader read text, reader can makes question in their mind	Creative reading is ee high level in read mebel ability when reader read text, reader can makes question in their mind
		And .. scamming is a technique to reading text question of the student do need the read. So, you only need ee give to give the information	And .. scamming is a technique to reading text question of the student do need the read. So, you only need ee give to give the information
2.	Silent Pause	There are ... there some many difficult when student read journal article.	There are ... there some many difficult when student read journal article.
		Type of the this researcher, in this research ... I count qualitative type and	Type of the this researcher, in this research ... I count qualitative type and

		classroom type.	classroom type.
		...and this research I have three collection data ... technique, there are interview, questionnaire, and documentation	...and this research I have three collection data ... technique, there are interview, questionnaire, and documentation
		Type of reading ... the first is literal literal reading	Type of reading ... the first is literal literal reading
		And .. scamming is a technique to reading text question of the student do need the read. So, you only need ee give to give the information	And .. scamming is a technique to reading text question of the student do need the read. So, you only need ee give to give the information
3.	Untraced False Start	Type of the this researcher, in this research ... I count qualitative type and classroom type	Type of the this researcher, in this research ... I count qualitative type and classroom type
4.	Retraced False Start	Type of reading ... the first is literal literal reading. The second is interpretative reading and cre and critical reading.	Type of reading ... the first is literal literal reading. The second is interpretative reading and cre and critical reading.
		And .. scamming is a technique to reading text question of the student do need the read. So, you only need ee give to give the information	And .. scamming is a technique to reading text question of the student do need the read. So, you only need ee give to give the information

		Thank you for your attention, and i and now i will get answer the question. I hope i can answer question well	Thank you for your attention, and I and now I will get answer the question. I hope I can answer question well
5.	Repeat	Type of reading ... the first is literal literal reading. The second is interpretative reading and cre and critical reading. The first is literal literal reading is a skill to getting the primary data the primary direct litera literal reading of the word, sentence, and idea.	Type of reading ... the first is literal literal reading. The second is interpretative reading and cre and critical reading. The first is literal literal reading is a skill to getting the primary data the primary direct literal literal reading of the word, sentence, and idea.
6.	Correction	Vocabulary is the most important in reading because, I mean, doesn't have understand most vocabulary can difficult about it	Vocabulary is the most important in reading because, I mean, doesn't have understand most vocabulary can difficult about it
7.	Interjection		
8.	Stutter	The first is primary data from three interview anddd quisionare and the secondary data is ee from, books, journal, dodocument	The first is primary data from three interview anddd quisionare and the secondary data is ee from, books, journal, dodocument

		Prediction is reading strategy that can allows thee reader to anticipate what will happen in the text.	Prediction is reading strategy that can allows thee reader to anticipate what will happen in the text.
9.	Slip of tongue		

Student Name 3 : Anisa Meilani Lubis

Student Number : 1801070008

Date : 04 Januari 2023

No.	Types of Error	Speech	Error Identification
1.	Filled Pause		
2.	Silent Pause	I would like to present my research proposal	I would like to // present my research // proposal
		Thinking about certain topic of writing	Thinking about // certain topic of writing
3.	Untraced False Start		
4.	Retraced False Start		
5.	Repeat	Moreover, the objective of this research is is in order to know	Moreover, the objective of this research is / is in order to know
		First, helping teacher stay focus in their in their teaching	First, helping teacher stay focus in their / in their teaching
6.	Correction		
7.	Interjection		
8.	Stutter	Attt the eight grade MTSM 1 East Lampung	Attt the eight grade MTSN 1 East Lampung
		Guiding question isss teaching technique that guide students	Guiding question iss s teaching technique that guide students
9.	Slip of tongue	In order to be enswer	In order to be answer → answer

		Seicond, stimulate students in providing respons or answer	Seicond → second , stimulate students in providing respons or answer
--	--	--	---

Student Name 4 :Anggun Maratus Sholiha

Student Number :1801071004

Date :04 Januari 2023

No	Types of Error	Speech	Error Identification
1.	Filled Pause	Who reach the minimum completeness criteria was 36 percents ee in 9 students	Who reach the minimum completeness criteria was 36 percens, ee , in 9 students
2.	Silent Pause	In this research here the word category session method using letter and picture	In this research // here the word category session method // using letter and picture
		With using letter and picture the students can be easy to understand the material abouttt the material the material	With using letter and picture the students can be easy to understand the material // abouttt the material the material
3.	Untraced False Start	The predetef predetermined minimum completeness criteria	The predetef \\ predetermined minimum completeness criteria
		And the learners can not comuni communicate	And the learners can not comuni \\ communicate
		With the student number 1807 18010714	With the student number 1807 \\ 18010714
		The kind of this research is clasru classroom action research	The kind of this research is clasru \\ classroom action research
4	Retraced	Explain the different the	Explain the different \ the

	False Start	differences of vocabulary	differences of vocabulary
		For example noun categories, I will explain what is type what is noun	For example noun categories, I will explain what is type \ what is noun
5	Repeat	And then, the problem the problem formulation	And then, the problem / the problem formulation
6.	Correction		
7.	Interjection		
8.	Stutter	In this opportunity I would like tooo present myyy research proposal	In this opportunity I would like tooo present myyy research proposal
		Based on the data, the average learning value off seventh grade student	Based on the data, the average learning value offf seventh grade student
		And the next is the concept offf vocabulary	And the next is the concept offf vocabulary
		For example noun categories, I will explain what is typ what is noun and givvve the example about noun	For example noun categories, I will explain what is typ what is noun and givvv-e the example about noun
9.	Slip of tongue		

Student Name 5 :Lutfi Hidayah

Student Number :1901051038

Date :05 Januari 2023

No	Types of Error	Speech	Error Identification
1.	Filled Pause	Ee thank you mam Widhiya as a moderator	Ee , thank you mam Widhiya as a moderator
		The honorable Mr. Dedi Irwansyah as ee discussion 1	The honorable Mr. Dedi Irwansyah as, ee , discussion 1
		This is accordance with ee the result of the research	This is accordance with, ee , the result of the research
		The researcher found that ee out of 30 student	The researcher found that, ee , out of 30 student
		Learning media for reading in this school is ee very limited	Learning media for reading in this school is, ee , very limited
		The most prominent phenomenon ee was the students low interest in ring English	The most prominent phenomenon, ee , was the students low interest in ring english
		Based on the background student the researcher found ee 3 problem identification	Based on the background student the researcher found, ee , 3 problem identification
2.	Silent Pause		

3.	Untraced False Start	To know the at on the sevent graders at SMPN 1 atap empat four tulang bawang	To know the at on the sevent graders at SMPN 1 atap empat \\ four tulang bawang
4.	Retraced False Start	Basically english is a foreg a foreign language	Basically english is a foreg \ a foreign language
		To know the at on the sevent graders at SMPN 1 atap empat four tulang bawang	To know the at \ on the sevent graders at SMPN 1 atap empat four tulang bawang
5.	Repeat		
6.	Correction		
7.	Interjection		
8.	Stutter	Annd the honorable miss as a second discussion	Annd the honorable miss as a second discussion
		I am gonna explain myyy result of my research	I am gonna explain myyy result of my research
		The ideal phenomenon of this research isss an english teacher	The ideal phenomenon of this research iss s an english teacher
		Designing a digital comic media for reading comprehension on the seventh grades at SMPEEE Negeri Satu Atap Tulang Bawang Barat	Designing a digital comic media for reading comprehension on the seventh grades at SMPPP Negeri Satu Atap Tulang Bawang Barat
9.	Slip of tongue		

Student Name 6 :Dewi Kurnia

Student Number :19010520009

Date :06 Januari 2023

No.	Types of Error	Speech	Error Identification
1.	Filled Pause	Ee, the honorable Mister Dokter Ahmad Subhan Roza M. Pd	And the secondary data is, ee , from books, journal, documentation.
		And the secondary data is ee from books, journal, documentation.	And the secondary data is, ee , from books, journal, documentation.
2.	Silent Pause	There are that some many difficult when student read the article	There // are that some many difficult when student read the article
3.	Untraced False Start	First, crit literal reading is one of skill to getting the primary data.	First, crit \ literal reading is one of skill to getting the primary data.
		Crecreative reading creative reading is aaa high level in reading abel ability	Crecreative reading creative reading is aaa high level in reading abel \ ability
		Type of the this research: in this research I found threee qualitative types data sources	Type of the \ this research: in this research I found threee qualitative types data sources
4.	Retraced False Start	The primary da the primary direct literal reading of the word sentences and idea	The primary da \ the primary direct literal reading of the word sentences and idea

		The primary the first data from the interview and question	The primary \ the first data from the interview and question
		Vocab is the most important in reading it me it doesn't have understand vocabulary got you difficult to about it.	Vocab is the most important in reading it me \ it doesn't have understand vocabulary got you difficult to about it.
		The second is interpretive reading, creative reading, and cre and critical reading.	The second is interpretive reading, creative reading, and cre \ and critical reading.
5.	Repeat	Critical reading is the the third level of reading ability	Critical reading is the / the third level of reading ability
		Crecreative reading creative reading is aaa high level in reading abel ability	Crecreative reading / creative reading is aaa high level in reading abel ability
		According to Smith thre are 4 types in reading, the first is literal literal reading	According to Smith thre are 4 types in reading, the first is literal / literal reading
6.	Correction		
7.	Interjection	The honorable Mister Doctor Mahrus Asad M. Pd eh M. Ag.	The honorable Mister Doctor Mahrus Asad M. Pd eh ! M. Ag.
8.	Stutter	Before, I would like to explain myyy presented.	Before, I would like to explain myyy presented.
		Crecreative reading	Cre-creative reading

		creative reading is aaa high level in reading abel ability	creative reading is aaa high level in reading abel ability
		Type of the this research : in this research I found three qualitative types data sources	Type of the this research : in this research I found three qualitative types data sources
		Aaand this research I have three collection data technique there are interview, questionnaire, documentation.	Aaand this research I have three collection data technique there are interview, questionnaire, documentation.
9.	Slip of tongue	According to Smith there are 4 types in reading, the first is literal literal reading and the saicen is interpretative reading.	According to Smith there are 4 types in reading, the first is literal literal reading and the saicen → second is interpretative reading.

Student Name 7 :Ratih Rahmadanti

Student Number :1901051053

Date :06 Januari 2023

No.	Types of Error	Speech	Error Identification
1.	Filled Pause	Ee well I start tooo seminar proposal	Ee , well I start tooo seminar proposal
		aa the students reading comprehension was still low	Aa , the students reading comprehension was still low
		According a context, think aloud strategy is this strategy ee a lot of time a lot of time taking a lot of time ee but in this research, the researcher make a small group to be easy.	According a context, think aloud strategy is this strategy ee a lot of time a lot of time taking a lot of time, ee , but in this research, the researcher make a small group to be easy.
2.	Silent Pause	Ee well I start tooo ... seminar proposal	Ee well I start tooo // seminar proposal
		...and the 3 students not able to understanding about what the ... text when miss Winhar give a assignment about teaching reading	...and the 3 students not able to understanding about what the // text when miss Winhar give a assignment about teaching reading
		The purpose of classroom activity to ... improve performance in the class	The purpose of classroom activity to // improve performance in the class

		And then how ... the researcher will be conduct the research	And then how // the researcher will be conduct the research
3.	Untraced False Start	... improve performance in the class although that is no requirements the that the result be generalize in this situation	... improve performance in the class although that is no requirements the \ that the result be generalize in this situation
		Cycle one consist with plain planning implementation, observation and the reflection	Cycle one consist with plain \ planning implementation, observation and the reflection
4.	Retraced False Start	...and the third is and the fourth is critical comprehension	...and the third is \ and the fourth is critical comprehension
		Think aloud help student to lean to learn, think, reflect upon the reading process	Think aloud help student to lean \ to learn, think, reflect upon the reading process
		According a context, think aloud strategy is this strategy ee a lot of time a lot of time taking a lot of time eee but in this research, the researcher make a small group to be easy.	According a context, think aloud strategy is this strategy ee a lot of time a lot of time \ taking a lot of time eee but in this research, the researcher make a small group to be easy.
5.	Repeat	The honorable Mister Mister Doctor Mahrus	The honorable Mister Mister Doctor Mahrus Asad. M. Ag.

		Asad. M. Ag.	
		Mister Doctor Doctor Ahmad Subhan Roza. M. Pd	Mister Doctor Doctor Ahmad Subhan Roza. M. Pd
		There are four skill in english english, speaking, writing, reading, listening.	There are four skill in english english, speaking, writing, reading, listening.
6.	Correction		
7.	Interjection		
8.	Stutter	Ee well I start tooo seminar proposal	Ee well I start tooo seminar proposal
		Based on thee background, the researcher wants to do a research with entitled “.....”	Based on thee background, the researcher wants to do a research with entitled “.....”
9.	Slip of tongue	They got it difficult in understand sentences, finding the meaning of the sentences or anrly understand the board outline of the text content	They got it difficult in understand sentences, finding the meaning of the sentences or anrly → only understand the board outline of the text content

Appendix 13. Documentation of Interview

Student Name 1 : Diah Murniati

Student Number : 1801072009

No.	Question	Answer
1.	What kinds of preparations have you made before seminar proposal?	Prepare material for presentation, prepare thing presentation, <i>learning the material</i> and prayers
2.	When did you prepare the material of seminar proposal?	Fifth days before seminar proposal
3.	Did you feel you preprepare yourself enough?	I think no, it should be longer to maximally convey the material
4.	Did you have difficulty in presenting your proposal?	Yes I have
5.	What kind of difficulties did you face in presenting your proposal?	I forgot the material and say something wrong, I can't speak and explained the material clearly and found the right word.
6.	Did you have any problem when presenting you proposal?	Yes, I have.
7.	Did you speak the words well in the seminar proposal presentaion process?	I am not sure, sometimes I made an error and miss pronounce.
8.	Have you thought the negative thing before and even during the process of seminar proposal?	Yes , I really scared I can't perform well
9.	Did the participants bother your performance in presenting your proposal?	No, they give me a strange.

10.	What are the common factor that caused your difficulty in presenting your proposal?	I feel so nervous and that is make me can't explained my material well.
11.	How you find the way to manage the difficulties before the process of seminar proposal presentation?	<i>Prepare well the material, exercise to presentation , and prayers.</i>
12.	How you find the way to manage the difficulties during the process of seminar proposal presentation?	Pray and stay focus.

Student Name 2 :Monica Yolanda Sari

Student Number : 1801072022

No.	Question	Answer
1.	What kinds of preparations have you made before seminar proposal?	I prepare mentally and materially understand the theories that I write on the proposal.
2.	When did you prepare the material of seminar proposal?	From the time of determining the title to the writing of the proposal.
3.	Did you feel you preapare yourself enough?	I feel I have prepared enough. But it turns out that during the implementation it is not easy to control concentration and nervousness.
4.	Did you have difficulty in presenting your proposal?	No, I don't have difficult.
5.	What kind of difficulties did you face in presenting your proposal?	In the process of questions and answer from the reader.
6.	Did you have any problem when presenting you proposal?	I think, no.
7.	Did you speak the words well in the seminar proposal presentaion process?	I thinks its not perfect enough.
8.	Have you thought the negative thing before and even during the process of seminar proposal?	Yes, I'm afraid I can't answer questions from the examiner. Even though I actually know the answer, it happened because I was nervous.
9.	Did the participants bother your performance in presenting your proposal?	Yes, because the participants are noisy.
10.	What are the common factor that	My nervousness.

	caused your difficulty in presenting your proposal?	
11.	How you find the way to manage the difficulties before the process of seminar proposal presentation?	<i>Prepare myself as best I can, get rid of nervousness, and have the courage to go through everything.</i>
12.	How you find the way to manage the difficulties during the process of seminar proposal presentation?	Prepare myself as best I can't, get rid of nervousness, and have the courage to go through everything.

Student Name 3 : Anisa Meilani Lubis

Student Number : 1801070008

No.	Question	Answer
1.	What kinds of preparations have you made before seminar proposal?	<i>Study and understand the content of the proposal</i>
2.	When did you prepare the material of seminar proposal?	The night prepares material, understand and master the material that will be presented during the proposal seminar
3.	Did you feel you preapare yourself enough?	Enough, because the night has studied the material to be conveyed during the presentation
4.	Did you have difficulty in presenting your proposal?	Not, because night it is exercising to present the material that will be explained when the presentation
5.	What kind of difficulties did you face in presenting your proposal?	The difficulties that I experienced were lack of vocabulary and also there were several words that I forgot to say during the presentation
6.	Did you have any problem when presenting you proposal?	The obstacle that I often experience is a few words that are often forgotten when I give a presentation
7.	Did you speak the words well in the seminar proposal presentaion process?	I think when I give a presentation I pronounce the English vocabulary well
8.	Have you thought the negative thing before and even during the process of seminar proposal?	Yes. I think negatively if I am a presentation afraid of forgetting the material I explained.
9.	Did the participants bother your	Not at all in my opinion more and

	performance in presenting your proposal?	more participants supported and gave me enthusiasm. I feel not nervous. But the noisy participant bothered me once and make me forgot what i want to say.
10.	What are the common factor that caused your difficulty in presenting your proposal?	Forgotten the vocabulary when delivering a presentation to make the material that I will explain to be bad
11.	How you find the way to manage the difficulties before the process of seminar proposal presentation?	The process that I do before the presentation I have to study, understand, remember the material that will be conveyed and also <i>prepare myself before making a presentation.</i>
12.	How you find the way to manage the difficulties during the process of seminar proposal presentation?	how to deal with it I have to be calm and also stay focused and also have to remember the next material that I have to explain during the presentation

Student Name 4 : Anggun Maratus Sholiha

Student Number : 1801070008

No.	Question	Answer
1.	What kinds of preparations have you made before seminar proposal?	<i>Learn to my material of seminars</i>
2.	When did you prepare the material of seminar proposal?	I prepared one by one a week before seminars
3.	Did you feel you preapare yourself enough?	Yes, I did
4.	Did you have difficulty in presenting your proposal?	Yes, I have
5.	What kind of difficulties did you face in presenting your proposal?	I forgot about my what I want to say and blank in one moment
6.	Did you have any problem when presenting you proposal?	Yes, I have some problem
7.	Did you speak the words well in the seminar proposal presentaion process?	Yes, but I still did a some mistake when I speak the word because don't know how to pronounce
8.	Have you thought the negative thing before and even during the process of seminar proposal?	Yes, I have
9.	Did the participants bother your performance in presenting your proposal?	Just a little when the participants are too loud when speak so I can hear them
10.	What are the common factor that caused your difficulty in presenting your proposal?	I feel norvous annd afraid of making mistake
11.	How you find the way to manage the difficulties before the process of	<i>Say to my self that I can do it better</i>

	seminar proposal presentation?	
12.	How you find the way to manage the difficulties during the process of seminar proposal presentation?	<i>I try to inhale and exhale so I can make my self relax again</i>

Student Name 5 :Lutfi Hidayah

Student Number :1901051038

No.	Question	Answer
1.	What kinds of preparations have you made before seminar proposal?	Preparing all types of seminar needs from consumption to the most important thing is preparation for mastering research materials.
2.	When did you prepare the material of seminar proposal?	2 days before the seminar.
3.	Did you feel you preapare yourself enough?	I think i preapare enough.
4.	Did you have difficulty in presenting your proposal?	Yes, I have. Just a little.
5.	What kind of difficulties did you face in presenting your proposal?	Difficulty in speaking in English.
6.	Did you have any problem when presenting you proposal?	No, i haven't
7.	Did you speak the words well in the seminar proposal presentaion process?	Yes, good enough i think.
8.	Have you thought the negative thing I before and even during the process of seminar proposal?	No, i haven't
9.	Did the participants bother your performance in presenting your proposal?	No, they didn't
10.	What are the common factor that caused your difficulty in presenting	Required to speak English when presenting the proposal.

	your proposal?	
11.	How you find the way to manage the difficulties before the process of seminar proposal presentation?	Practicing speaking using the self talking method a few days before the seminar.
12.	How you find the way to manage the difficulties during the process of seminar proposal presentation?	By preparing all the needs of the seminar properly, especially preparing for mastery of research material.

Student Name 6 :Dewi Kurnia

Student Number :1901051053

No.	Question	Answer
1.	What kinds of preparations have you made before seminar proposal?	<i>Read my material and make a notes</i>
2.	When did you prepare the material of seminar proposal?	One day before seminar
3.	Did you feel you preapare yourself enough?	No I did
4.	Did you have difficulty in presenting your proposal?	Yes, I have
5.	What kind of difficulties did you face in presenting your proposal?	Stuggle to say some word or forget what I want to say
6.	Did you have any problem when presenting you proposal?	Yes, I have
7.	Did you speak the words well in the seminar proposal presentaion process?	Sometimes I feel that I speak the wrong word
8.	Have you thought the negative thing before and even during the process of seminar proposal?	Yes, I have
9.	Did the participants bother your performance in presenting your proposal?	Not really because during presentation I can't hear anything and stay focused
10.	What are the common factor that caused your difficulty in presenting your proposal?	First, I feel nervous and afraid that I can't perform well
11.	How you find the way to manage the difficulties before the process of	<i>Practice to speak and pretend that I am in the my seminar abd remember</i>

	seminar proposal presentation?	<i>my material</i>
12.	How you find the way to manage the difficulties during the process of seminar proposal presentation?	Try to focused again and not bother with something else

Student Name 7 :Ratih Rahmadanti

Student Number :1901051053

No.	Question	Answer
1.	What kinds of preparations have you made before seminar proposal?	Before I doing seminar proposal, I have some preparations, such as <i>prepare own mental, prepare own materi to seminar, and practise to speech.</i>
2.	When did you prepare the material of seminar proposal?	I prepare the material 2 weeks before seminar
3.	Did you feel you preapare yourself enough?	No I did not.
4.	Did you have difficulty in presenting your proposal?	Yes, I did
5.	What kind of difficulties did you face in presenting your proposal?	First, I feel so nervous when I presenting own proposal Second, I forget own material when I presenting own proposal
6.	Did you have any problem when presenting you proposal?	Yes, I did
7.	Did you speak the words well in the seminar proposal presentaion process?	I think no, but not bad
8.	Have you thought the negative thing before and even during the process of seminar proposal?	Yes, I thought the negative thing before seminar proposal, like I afraid if I have a mistake when seminar and the lectur mad to me
9.	Did the participants bother your performance in presenting your	No they did not, cause participants make me more spirit

	proposal?	
10.	What are the common factor that caused your difficulty in presenting your proposal?	I think nervous , probably
11.	How you find the way to manage the difficulties before the process of seminar proposal presentation?	I doing pray, and try to <i>positive thinking</i>
12.	How you find the way to manage the difficulties during the process of seminar proposal presentation?	I try to <i>more confident</i> with own potential

CURRICULUM VITAE



The researcher is a girl who was born in Kuningan, 10 July 2000, Arin Ardini Lillah Siregar. She is the first child from a precious parents namely Mr. Irpan Junaidi Siregar and Mrs. Lina Rosliana. She now lived in Banarjoyo, Batanghari, East Lampung.

She began her study from SDN 1 Banarjoyo on 2006-2012. She continued her study in the junior high school at SMP Negeri 1 Batanghari on 2012-2015. Then, she continued her study at SMA Negeri 1 Batanghari on 2015-2018. After finished the study at senior high school, she continued her study to be a bachelor student of English Education Department of IAIN Metro.

She is enjoy being a volunteer in a House Reading named “Fathi Nadia Rumah Baca” and did an activities Garden Reading or known as “Taman Baca Keliling”.