A STUDY OF SPEAKING ERRORS OF ENGLISH CLUB

STUDENT AT MADRASAH ALIYAH NEGERI2 MAKASSAR

A SKRIPSI

BY

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ABSTRACT

AHMAD DJIHAN (F041171555). A Study of Speaking Error of English Club Students at Madrasah Aliyah Negeri 2 Makassar supervised by **Dr. Abidin Pammu, M.A.,** and **Ainun Fatimah, S.S., M.Hum.,**

This research aimed to describe the kinds and source of errors of speech production that made by the English Club Student at Madrasah Aliyah Negeri 2 Makassar. The research used descriptive method. The sample for this study consisted of English Club Student at Madrasah Aliyah Negeri 2 Makassar. Data are collected using a speaking test to analyze the kinds of speaking errors and the sources of errors that appeared. In addition, the researcher also interviewed each to analyze the source of errors.

Based from the data, nine speech errors were found. Nine (9) anticipations errors, two (2) preservations errors, four (4) addition errors, ten (10) omission errors, two (2) morpheme exchange errors, one (1) word exchange errors, six (6) lexical errors, two (2) blends errors, and two (2) classical malapropism errors. Errors of omission are the most common errors made by Madrasah Aliyah Negeri 2 Makassar English Club Student. While the source of speech errors are cognitive reason, psychological reason and social reason. Cognitive reason is the biggest cause of errors made by Madrasah Aliyah Negeri 2 Makassar English Club Student.

Based on the findings, better condition of the classroom will make the teaching learning process more comfortable and interesting method. While the most important thing in improving the quality of 's learning process in speaking comes from themselves. s need to dedicate themselves to diligent and active studying to excel in English. Additionally, fostering motivation and finding interest in English by achieving fluency in speaking is essential.

Keyword: Errors, Speaking

ABSTRAK

AHMAD DJIHAN (F041171555). Sebuah Studi tentang Kesalahan Berbicara pada Siswa English Club di Madrasah Aliyah Negeri 2 Makassar yang dibimbing oleh **Dr. Abidin Pammu, M.A.,** dan **Ainun Fatimah, S.S., M.Hum**

Penelitian ini bertujuan untuk mendeskiripsikan jenis dan sumber kesalahan yang dibuat oleh Anggota Klub Bahasa Inggris di Madrasah Aliyah Negeri 2 Makassar. Penelitian ini menggunakan metode deskriptif.qualitatif Sampel penelitian ini adalah Anggota Klub Bahasa Inggris di Madrasah Aliyah Negeri 2 Makassar. Data dikumpulkan dengan menggunakan tes berbicara untuk menganalisis jenis-jenis kesalahan berbicara dan sumber-sumber kesalahan yang akan muncul. Selain itu, peneliti juga mewawancarai setiap anggota untuk menganalisis sumber kesalahan.

Dari data tersebut ditemukan Sembilan kesalahan berbicara. Sembilan (9) kesalahan anticipation, dua (2) kesalahan preservation, empat (4) kesalhan addition, sepuluh (10) kesalahan omission, dua (2) kesalahan morpheme exchange, satu (1) kesalahan exchange, enam (6) kesalahan lexical, dua (2) kesalahan blend, dan dua (2) kesalahan classical malapropism. Kesalahan omission merupakan kesalahan yang paling sering dilakukan oleh anggota Klub Bahasa Inggris Madrasah Aliyah Negeri 2 Makassar. Sedangkan sumber kesalahan berbicara adalah cognitive reason, psychological reason dan social reason. Cognitive reason merupakan sumber kesalahan yang sering dilakukan anggota Klub Bahasa Inggris Madrasah Aliyah Negeri 2 Makassar.

Berdasarkan temuan tersebut, kondisi ruang kelas yang lebih baik akan membuat proses pembelajaran menjadi lebih nyaman dan metode pembelajaran menjadi lebih menarik. Namun, hal terpenting dalam meningkatkan kualitas proses belajar siswa/i dalam berbicara berasal dari diri mereka sendiri. Siswa/I perlu mengabdikan diri untuk belajar dengan tekun dan aktif agar unggul dalam Bahasa inggris. Selain itu, memupuk motivasi dan menemukan minat dalam Bahasa inggris dengan kefasihan berbicara adalah hal yang sangat penting.

Kata Kunci: Berbicara, Kesalahan

TABLE OF CONTENTS

LIST OF TABLE

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

1.1   Backround

When individuals speak, several mistakes might happen. Speaking errors can be influenced by both internal and external factors, such as nervousness or problem with speech production. Due to thus mistake, some people talk differently from others or even use a separate language. For instance, just as hearing people create and comprehend spoken language, deaf people create and comprehend sign language. Speech errors have been used to explore the nature of the mental lexicon, words and phrase store and retrieved in the mind (Moser, 1991). He also stated that cognitive scientists are also interested in making mistakes since mistakes may disclose a lot about how individuals think, categorize things, draw comparisons, and even how their minds perceive and make sense of the environment. It will cause us to wonder how such an event could occur. Slip of the tongue is one of the speech mistakes phenomena.

A simple slip of the tongue may happen to anyone in any situation. So, regardless of where they talk and when they speak, whether they are proficient speaker or not, everyone has the potential to make a slip of the tongue. As Fromkin (2006) said that people who are speaking well (native speaker) are possibly to make a slip. It may because the speak they produce is not in hand with what un their tongue. It's a condition when people make mistakes in their speech.

In order to choose the suitable words to say next, s occasionally pause or halt in the middle of sentences. Furthermore, the majority of them, particularly when speaking spontaneously, do not fully organize their speeches before speaking. Speaking is actually a challenging task. Just before delivering the speech, they intend to deliver, the speaker often need to conduct careful planning in speech creation. According to Clark and Clark, (1977:224) in Fauziati, (2011: 83) the speech production can simply be described as the speakers first plan what they want to say based on how they want to give effect to their listener. They then put their plan into execution, uttering the segments, words, phrases, and sentences which make up the plan. In other definition, Fromkin (1973) said that Speech errors can involve the rearrangement of single segment, syllable onset, syllable rime, or whole syllable, suggesting that each of these constitutes exist as a unit in language structure and processing. Clark and Clark (1977) divided speech error into nine types/ there are silent pause, filed pause, repeats, correction, stutters, interjection, retraced false start, unterraced false start, and slip of tongue.

Analyzing performance error mistakes is a difficult task. It needs a highly skilled analyst and takes a lot of time. As the result, collecting and describing learner language samples servers as the primary method of second language research. The kind of mistakes s make could be the description's main subject. Focusing on mistakes rather than their successes may seem a bit strange. However, there are valid arguments for focusing on errors. First, they stand out as characteristic of learner language, which led the questions of 'Why do learners make error?' secondly, it is useful for teacher be aware of the errors that

s make. Thirdly, it's possible that making errors may teach s how to identify and repair their own mistakes.

Considering from the description above, the writer conducts a study with the title "A study s of Madrasah Aliyah Negeri 2 Makassar English Club Errors in Speech Performance".

1.2   Identification of the Problems

High school s may experience various speech production errors that can impact their communication skills. Some may struggle with pronouncing certain sounds or words, making their speech unclear. Others might simplify their speech patterns, affecting how their speech, causing anxiety and making communication can also impact their ability to express themselves effectively. Recognizing these challenges early on is important for providing support and interventions, heling high school s improve their communication skills and feel more confident in expressing themselves.

1.3   Scope of the Problems

The writer limits and focuses for production errors such as anticipations, preservations, metathesis, spoonerism, additions, omissions, morpheme stranding, shift, morpheme exchange error, word exchange error, lexical selection error, blends, and classical malapropism and the writer also limits and focuses to find an error by looking the sources of errors in the process delivering speech, such as cognitive reason, psychological reason and social reason

1.2   Research Questions

Based on the previous description, the writer created the following study question:

1.   What is the source that cause Madrasah Aliyah Negeri 2 Makassar English club Students get their speech production errors?

2.   What are the speech production error made by Madrasah Aliyah Negeri 2 Makassar English Club Students?

1.3   Objective of the Study

Based on the problem statement above, the writer conducts the writer objective as follows:

1.   To find the sources of errors made by Madrasah Aliyah Negeri 2 Makassar English Club Students

2.   To describe the kinds of errors made by Madrasah Aliyah Negeri 2 Makassar English club Students

1.4   Significance of the study

The writer expected this study to achieve two significances. First, the writer thinks that this research could give a contribution for the development of science in certain fields. The second one is the writer expected this research to be reference for the next similar issues that discuss about the speech production error.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Concept of Errors

1. Definition of Errors

Corder (1967) defines errors as valuable information for three beneficiaries: for teachers, it clues them on the progress of the s; for researchers, it provides evidence as to how language is acquired or learned; for teacher themselves, it gives them resources in order to learn. He also states that error is a systematic deviation of the learners from which we can recognize the learner's knowledge of the language.

Lenon (1991:182) defines an error as a linguistic form or combination of forms, which in the same context and under similar conditions of production, would in all likelihood, not be produced by the speaker's native counterparts.

Dulay (1982) states that errors are a 's imperfection in learning language either spoken or written as a part of conversation and composition so as to occur deviations.

Brown (2000) defines an error is a noticeable deviation from the adult grammar of a native speaker which also reflects to the competence of the learner. Meanwhile, a mistake refers to a performance error that is either a random guess or slip, in that is a failure to utilize a known system correctly.

From the statement above, it can be concluded that errors can happen in spoken and written language. The writer also concluded that a mistake is just a slip

that learner forgets to right form, while an error is a deviation that a makes because they are unaware of the rules and will do often

2. Types of Errors

(Burt and Kisparsky 1974) distinguish between local and global errors. Local errors do not hinder communication and understanding the meaning of an utterance. Global errors, on the other hand, are more serious than local errors because global errors interfere with communication and disrupt the meaning of utterance. Local errors involve noun and verb inflections, and the use of articles, prepositions, and auxiliaries. Global errors, for example, involve wrong word order in a sentence.

Another statement from Hanna (1986:2) said that there are two types of error: the first one is performance errors and the second is competence errors. Performance errors are those that s make when they are rushed and exhausted. This kind of errors is often not significant and is easily remedied by the . While competence errors imply insufficient learning, they are more dangerous than performance errors.

We can infer from the aforementioned justification that language learning errors involve all the language components: phonological, morphological, lexical and syntactic. Phonological errors example is the hick of distinction between the phoneme /p/ and the phoneme /b/ among Arab ESL learners; for example, we hear them saying *pird* and *brison,* instead of *bird* and *prison*. An example of a morphological error is the production of such errors as womans, sheeps, and futnitures. A lexical error is a sequence of characters that does not match the pattern of any token. For example: "this is the home that my father built, and the clock is

now ten". Finally, syntax errors are mistakes in using language. Examples of syntax errors are missing a comma or quotation mark, or misspelling word, for example "the bot that I saw him is called Ali. (Hanna, 1986)".

2.1.3 Sources of Errors

According to Clark and Clark (1977) there are three possible sources in the process delivering speech that make an error. Those are:

1. Cognitive Reason

For cognitive reasons, it is challenging for speaker to speak coherently when the subject is complex. The s must retain and clearly present the subject in a complicated circumstance. The s may therefore sound incorrect when speaking. s should actually pause or take a moment to compose their thoughts and make sound. Due to 's consideration of their following word, mistakes are made.

2. Social Reason

The relationship between the speaker and the listener in this instance is what affects the speaker and the listener in this instance is what affects the speaker as they are presenting their speech or information. In this situation, the s could make a lot of errors, such as making grammatical errors, mispronouncing words, or speaking carelessly.

3. Psychological Reason

Particularly in this case, the s planned the language and idea. s occasionally struggle to speak fluently in their minds. Feeling tense, anxious, in the rush, or for any other reason, might affect the speaker's confidence level, which

makes it difficult for them to deliver speech. Thus, each subject that they teach should be fully understood by the s.

According to Hanna (1986) There are mainly two major sources of errors in second language learning. The first sources are interference from the native language while the second source can be attributed to intralingual and development factors. The native language of learners plays a significant role in learning a second language. Errors due to the influence of the native language are called intralingual errors. Interlanguage errors are also called transfer or interference errors. Although recently researchers tend to minimize interlanguage errors and emphasize intralingual and developmental errors are due to the difficulty of the second language. Intralingual and developmental factors include the following:

1. Simplification

Learners often choose simple forms and constructions instead of more complex ones. An example of simplification might involve the use of simple present instead of the present perfect continuous.

2. Overgeneralization

This is the use of one form or construction in one context and extending its application to other contexts where it should not apply. Examples of overgeneralization include the use of corned and *goed* as the past tense forms of *corne* and go and the omission of the third person singular s under the heavy pressure of all other endless forms as in *I,e go.* It should be noted that simplification

and overgeneralization are used by learners in order to reduce their linguistic burden.

3.   Hypercorrection

Sometimes the zealous efforts of teachers in correcting their s' errors induce the s to make errors in otherwise correct forms For example, the teacher's insistence that Arab ESL learners produce the phoneme *IpI* correctly prompts them to always produce *IpI* where the phoneme *Ibl* is required. Thus, Arab ESL learners say piTd and pattie instead of bird and battle.

4.   Faulty teaching

Sometimes it happens that learners' errors are teacher-induced ones, i.e., caused by the teacher, teaching materials, or the order of presentation. This factor is closely related to hypercorrection above. Also, it is interesting to note that some teachers are even influenced by their pupils' errors in the course of long teaching.

5.   Fossilization

Some errors, especially errors in pronunciation, persist for long periods and become quite difficult to get rid of. Examples of fossilized errors in Arab ESL learners are the lack of distinction between IpI and Ibl in English and the insertion of the presumptive pronoun in English relative clauses produced by these learners.

6.   Avoidance

Some syntactic structures are difficult to produce by some learners. Consequently, these learners avoid these structures and use instead simpler structures. Arab ESL learners avoid the passive voice while Japanese learners avoid relativization in English.

7.   Inadequate learning

This is mainly caused by ignorance of rule restrictions or under differentiation and incomplete learning. An example is omission of the third person singular s as in: He want.

8.   False concepts hypothesized

Many learners' errors can be attributed to wrong hypotheses formed by these learners about the target language. For example, some learners think that is is the marker of the present tense. So, they produce: "He is talk to the teacher". Similarly, they think that was is the past tense marker. Hence, they say: It was happened last night.

2.2   Speech Production

Bock (1995), states that speech production refers to the cognitive processes engaged in going from mind to mouth that is the processes transforming a nonlinguistic conceptual structure representing a communicative intention into a linguistically well-formed utterance. Within cognitive psychology, research in speech production has taken several forms, including research on the communicative aspect of speaking, research on the phonetics of produces speech, and research on the details of the cognitive processing machinery that translate conceptual structure into well-formed linguistic utterances.

Osgood and Bock (1975) have been done a research to prove the correctness hypothesis or prevail principle in sequences the elements of speech production. The elements consist of:

1. Naturalness, assumption that relations with naturalness, for instance comprehension and production of sentences depend on cognitive structure it comes from speakers' experience.

2. Vividness , means that component of meaning that is include an extreme semantics code, primarily in a dominant affective features from evaluating, potential, and activity; will be disposed in quickly processing. Thus, constituent that is expressed will be disposed to comes early than sentences production.

3. Motivation of speaker, refers to individuals diversity it is about motivation and concern that appear in meaning component of sentences in speech production. The higher motivation that pronounced in component of meaning, the faster constituent that expresses in component itself to appear in language spoken utterances

    Clark and Clark (1977:22) states that in the production speech, the speaker began with a planning include determinate of the subject or topic. The next step is determining implementation of speech articulation and how to perform articulation speech production is divided into 4 levels those are:

1. Massage level (message), means that the messages process will be delivered.

2. Functional level, it is a selection of the lexical form and furthermore giving a role and syntactical function.

3. Positional level, it is the formation of constituencies and giving affixes (affixation).

4. Phonological level, it is realization of phonological structure in speech (Meyer 2000 in Darjowidjojo, 2003)

Based on the reason above, we can conclude that speech production is the process of ideas being transformed into speech. Includes phonology (pronunciation), syntax and morphology (grammar), semantics, and lexicon (meaning and vocabulary). Speech production can be spontaneous, such as when a person produces the words to explain something.

2.3 Errors in Speech Production

2.3.1 The concept of Errors in speech Production

Boomer & Laver (1973:123) slip of the tongue is said to have occurred when the speaker' actual utterances differ in some ways from intended utterances.

Fromkin and Ratner (1998) such errors in production is called speech error. It regularly occurs in normal conversation. Errors in speech are natural. Speech error may be used intentionally for humorous effect, as with spoonerism. Within the field of psycholinguistics, speech errors fall under the category of language production.

(Dell 1986: 284), have been defined as speech error is "unintended, non-habitual deviation from a speech plan". Speech error is to be an utterance that produces an anomalous percept that would be recognized as anomalous by the speaker.

Shattuck Hufnagel(1992) states that speech errors are more likely to occur between segments that occupy the same position within the word, syllable, and

prosodic structure, suggesting that speech is generated by using word "templates" into which segments are fitted.

We can conclude from explanation above that speech production error is a deviation (conscious and unconscious) from the apparently intended utterance into actual utterance. Speech error commonly referred to as a slip of the tongue and also called performance errors.

2.3.2 Types of Errors in Speech Production

Carolyn Mcmanis in the book" Language Files" states that there are 13 types of speech errors. Those are Anticipations, Preservations, Metathesis, Spoonerism, Addition, Omission, Morpheme Stranding, Shift, Morpheme Exchange Error, Word Exchange Error, Lexical Selection Error, Blends and Classical Malapropism.

1. Anticipations

Anticipations is a later segment takes the place of an earlier segment. For examples: the first one, in intended utterance we want to say *Reading List* but in the actual utterance we pronounce *Leading list.* The second one, in intended utterance we want to say *Splicing from one tape* but in the actual utterance we pronounce *placing from one tape*.

2. Preservations

Preservations is an earlier segment replaces a later item. For examples: the first one, in intended utterance we want to say *pale sky* but in the actual utterance we speak *Pale skay*. The second one, in intended utterance we want to say *black boxes* but we pronounce *Black bloxes.*

3. Metathesis

Metathesis is switching of two sounds, each taking the place of the other. For example, in intended utterance we want to say *Pus pocket* but in the actual utterance we pronounce *Pos pucket.*

4. Spoonerism

A spoonerism is kind of Metathesis. Switching two initial sounds of two separate words. They are named after "Reverend William Archibald Spooner", who probably invented most of his famous spoonerisms. For examples: the first one, in intended utterance we want to say *Dear old queen* but in the actual utterance we pronounce *Queer old dean.* The second one, in intended utterance we want to say *I saw you light a fire* but in the actual utterance we pronounce *I saw you fight a liar.*

5. Additions

Additions add linguistic material. For example: the first one, in intended utterance we want to say *spic and span* but in the actual utterance we pronounce *spic and splan.* The second one, in intended utterance we want to say *We* but in the actual utterance we pronounce *We and I.*

6. Omissions

Deletions or omissions leave some linguistic material out. For examples: the first one, in intended utterance we want to say *She cannot tell* but in the actual utterance, we pronounce *She can tell me.* The second one, in intended utterance we want to say *Chrysanthemum plants* but in the actual utterance we pronounce *Chrysanthemum pants.*

7. Morpheme Stranding

Morphemes remain in place but are attached to the wrong words. For examples: The first one, in intended utterance we want to say *a floor full of holes* but in the actual utterance we pronounce *a hole full of floors.* The second one, in intended utterance we want to say *a language learner needs* but in the actual utterance we pronounce *a language needer learns.*

8. Shift

One speech segment disappears from its appropriate and appears somewhere else. For examples: the first one, in intended utterance we want to say *Freudian slip* but in the actual utterance we pronounce *Fleudian shrip.* The second one, in intended utterance we want to say *She decides to hit it* but in the actual utterance we pronounce *She decide to hits.*

9. Morpheme exchange error

Morphemes change places. For examples: the first one, in intended utterance we want to say *Cooked a roast* but in the actual utterance we pronounce *Roasted a cook.* The second one, in intended utterance we want to say *Likes to have his team rested* but in the actual utterance we pronounce *Likes to have his rest teamed.*

10. Word exchange error

A word exchange error is a subcategory of lexical selection errors. Two words are switched. For examples: the first one, in intended utterance we want to say *My thesis is too long* but in the actual utterance we pronounce *My thesis is too short.* The second one, in intended utterance we want to say *Before the shop opens* but in the actual utterance we pronounce *Before the shop closes.*

11. Lexical Selection Error

The speaker has problems with selecting the correct word. Lexical selection error are based on semantic relations such as synonym, antonym or Studentship of the same lexical field. For example: in intended utterance we want to say *Tennis Racquet* but in the actual utterance we pronounce *Tennis bat.*

12. Blends

Blends are a subcategory of lexical selection error . More than one item is being considered during speech production. Consequently, the two intended items fuse together. For example: in intended utterance we want to say *Person/people* but in the actual utterance we pronounce *Perple.*

13. Classical Malapropism

The speaker has the wrong beliefs about the meaning of word .Consequently, he produces the intended word, which is semantically inadequate .Therefore, this is a competence error rather than a performance error. Malapropisms are named after a character from "Richard B.Sheridan's" eighteenth century play" the Rivals". For examples: the first one, in intended utterance we want to say *I hereby deputize you* but in the actual utterance we pronounce *I hereby jeoparadize you*. The second one, in intended utterance we want to say *Obscure* but in the actual utterance we pronounced *obtuse.* The third one, in intended utterance we want to say *Express appreciation* but in the actual utterance we pronounce *Express depreciation.*

2.4 Previous Study

In conducting this research, the writer used Nugroho Putri Hamengku Projo (2012), Fitri Dewi Wulandari (2018), and Sifa Ul Hasanah (2019) as guidance.

Nugroho Putro Hamengku Projo (2012) studied "An Error Analysis on Speaking English at the Third Semester s of English Department of Muhammadiyah University of Purworejo in Academic Year 2012/2013". The writer used qualitative method using 32 third semester s of Muhammadiyah University of Purwojero as sample. The result of the writer shows that the errors that made by the third semester are interlingual error is 20.5%. Errorneous input is 27%, Inherent Difficulty 6.8%, Omission 34%, Misformation 9%, and Misordering 2.2%. The most error that made by the third semester of Muhammadiyah University of Purwojero in Academic year 2012/2013 is Omissions. It means the make the error that they missing out and item that required for a sentence to be considered too grammatical. Most of them were cases where the s forgot to insert 'be' or auxiliary as they made negative sentences. The difference between this research and the writer research is the writer used qualitative method to describe the errors and the source of it.

Sifa Ul Hasanah (2020) studied "The Influence of joining English Club Towards 's' Speaking Ability at Eight Grade of SMPN 1 Paktikraja". In her study, she used quantitative approach method to conduct her research. She involved 20 s who joined English Club. To collect the data, she used questionnaire and speaking test and the result is the English club gave low influence speaking ability in SMP N 1 Patikraja. The similarities of this research and the writers are the subject, the , but the writer go farther to observe beyond the diction error.

The next research was conducted by Fitri Dewi Wulandari (2018) who studied *"Speech Errors in English as Foreign Language of The EFL Learners at MAN 1 Jombang"*. In her study, she used qualitative approach by involved 20 s from social class and science class. To collect the data, she asks the one by one to watch a short video then retelling what is on the video and give the a picture then describe it. The result shows that the of MAN 1 Jombang are still confused about how to construct a proper sentence. The similarities are using qualitative method. The difference is the writer used speaking and reading test to collect the data