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AN ANALYSIS OF SPEAKING ERRORS OF ENGLISH CLUB PARTICIPANTS AT SMKS SEMPENA ROKAN HILIR

BY

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AN ANALYSIS OF SPEAKING ERRORS OF ENGLISH CLUB PARTICIPANTS AT SMKS SEMPENA ROKAN HILIR

BY

DELIS RAHAYU

SIN. 11513203698

A Skripsi

Submitted in Partial Fulfillment of the Requirements
For Undergraduated Degree in English Education
(S.Pd.)

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

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STATEMENT OF AUTHENTICITY

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Certify that this skripsi entitled **"An Analsis of Speaking Errors of English Club Participants at SMKS Sempena Rokan Hilir"** is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this *skripsi*. Others' opinion finding include in this *skripsi* are quoted in accordance with ethical standards.

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Pekanbaru, March 23th,2021

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ABSTRACT

DELIS RAHAYU (2022): An Analysis of Speaking Errors of English Club Participants at SMKS Sempena Rokan Hilir

The author wrote this research to describe the type of dominant speaking errors by English club participants at SMKS Sempena Rokan Hilir, to describe the frequency and the dominant type, and to explain the errors. This research was descriptive qualitative research. The researcher collected the video of speaking activities conducted by English club participants and the English teacher. The researcher used transcript from the video as the data source. The researcher employed documentation method to collect the data. There were 39 errors found. The researhcer categorized the speaking errors type and the sources based on the theory of Clark and Clark. The research results were 14 silent pauses (35.89%), 3 filled pauses (7.69%), 16 repetition (41.02%), 2 false start (retraced) (5.12%), 2 interjection (5.12%), 1 stutters (2.56%), and 1 slip of tongue (2.56%).

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ABSTRAK

DELIS RAHAYU (2022): Analisis Kesalahan Berbicara Dari Peserta English Club di SMKS Sempena Rokan Hilir

Peneliti menulis penelitian ini untuk mendeskripsikan tipe kesalahan berbicara yang dominan dari peserta English club di SMKS Sempena RokanHilir, mendeskripsikan frekuensi, tipe yang dominan, dan menjelaskan kesalahan. Penelitian ini merupakan penelitian deskriptif kualitatif. Peneliti mengumpulkan video kegiatan berbicara dari peserta English club dari guru bahasa Inggris. Peneliti menggunakan transkip dari videosebagai sumber data.Peneliti menggunakan metode dokumentasi untuk mengumpulkan data. Ada 39kesalahan.Peneliti mengklasifikasi tipe kesalahan berbicara dan sumbernya berdasarkan teori Clark dan Clark. Hasil dari penelitian ini adalah 14 silent pauses (35.89%), 3 filled pauses (7.69%), 16repeats (41.02%), 2 false start (retraced) (5.12%), 2interjection (5.12%), 1 stutters (2.56%), 1 slip of tongue (2.56%).

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ملخّص

ديليسراحايو، (٢٠٢٢): تحليل الأخطاء في الكلام لدى تلاميذ المجموعة الإنجليزية في مدرسة سيمفينا الثانوية المهنية روكان هيلير

قامت الباحثة بهذا البحث يصف أنواعأغلب أخطاء الكلام لدى تلاميذ المجموعة الإنجليزية في مدرسة سيمفينا الثانوية المهنية روكان هيلير، أي وصف التكرر وأغلب الأخطاء وشرح الأخطاء. وهذا البحث هو بحث كيفي. وجمعت الباحثة فيديوهات عن أنشطة كلام التلاميذ من مدرس اللغة الإنجليزية. وجعلتها مصدر البيانات. واستخدمت أسلوب التوثيق لجمع البيانات. فهناك ٣٩ خطأ. وقامت بتصنيف أنواع الأخطاء بالنظر إلى نظرية كلارك. ونتيجة البحث هي أن الأخطاء كما يلي، ١٤خطأ في الصمت للحظة (٣٥،٨٩٪)، ٣ أخطاء في الوقف (٧،٦٩٪)، ١٦ خطأ في التكرار (٤١،٠٢٪)، خطأانلبداية خاطئة (٥،١٢٪)، خطأانللمداخلة (٥،١٢٪)، خطأ واحد للتأتأة (٢،٥٦٪) وخطأ واحد لزلة اللسان (٢،٥٦٪).

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Pengesahan Perbaikan Proposal

Surat Mohon Izin Melakukan Pra Riset

Surat Mohon Izin Melakukan Riset

Rekomendasi Pelaksanaan Riset oleh Pemerintah Provinsi Riau

Surat Izin Riset oleh Pemerintah Provinsi Riau

Surat Keterangan Telah Melakukan Riset dari Sekolah

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In learning English, at least there are four skill of the language. They are listening, speaking, reading and also writing. Among these skills, speaking is one of the most important skills that become a focus of the study since the students learn English.According to Wahyudi (2013, pp. 3-4), speaking is the wording of one of the productive skills, namely the ability to use spoken language to voice information, generate ideas, and meaning to attract others; including both spoken and non-verbal pronunciation, grammar and grammar skills from a variety of contexts.

As one of the language skill, speaking is nicessary to be ecquired because it enables us to share, create and develope meaning in communicating to others. Hughes (2006, p. 144) stated that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change.

As Ur (1991, p. 120) states in her book under the title "A Course in Language Teaching: Practice in Theory". It is mean that not all of learners are interested to learning speak. Foreign language is not easy thing to undertake because learning to speak a foreign language requires more than knowing its grammatical and semantic rules.All of the four skills of language, speaking seems intuitively the most important. People who know a language are referred to as speakers of that language, as if speaking included all other kinds

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of knowing and many if not most foreign language learners are primarily interested in learning to speak.

According to Ur (1991, p. 120) statement, speaking is one of the important things from four skills in language. Hinkel (2005) claims communication problems occur because the learner encounter a word they do not understand, a form of word they do not know how to use, or find that they are unable to express their intended meaning.

The researcher interested about many thing of speaking aspects. Start from speaking ability, component of speaking, and the problems of speaking that faced by the students in learning English, especially on their speaking errors.Learning mother tongue is different with learning a foreign language. According to Heriansyah (2012) said that for most foreign language learners, speaking in target language is not an easy thing to undertake because learning to speak a foreign language requires more than knowing its grammatical and semantic rules.

Errors are part of the students interlingua (Harmer, Jeremy, 1998, p. 21). The students make some errors in learning foreign language. The students usually have many problems in speaking English. Julian Edge suggests the errors are mistakes which students cannot correct themselves and which therefore need explanation (Harmer, Jeremy, 1986, p. 99). Error seems as natural process of learning. According to Fauziati (2009, p. 168) “Erros is considered as an inevitable and positive part of that process”.

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According to Ellis (1997, p. 17), mistakes reflects occational lapses in performance they occur because in a particular instance the students is unable perform what they know while errors reflect gaps in students knowledge that occur because students do not aware what is correct and they are still in the learning process. Based explanation above, it can included that errors are different from mistakes. Mistakes is the wrong use of language.Mistake maybe defined as deficiencies or failures in the judgemental and/or inferential processes involved in the selection of an objective or in the specification of the means to achieve it. Mistake is may not even have right goal, then slip is understand system and goal, correct formulation of action but incorrect action. It means that, mistake and slip are part of errors. James (1990) defined mistake as deficiencies or failures in the judgmental and/or inferential processes involved in the selection of an objective or in the specification of the means to achieve it.

Problems is some difficult or obstacle to achieve the goal (Vangundy, A.B, 2004). Speaking problem is a deviation or obstacle to describe something, explore ideas or present information by the speaker to achieve standardof speaking well.

Based on the regulation of the Minister of Education and Culture *(Permendikbud)*, extracurricular program should exist in a Junior or Senior High School. It is stated in the Minister of Education and Culture regulation, No. 62 of 2014, article 5 section 1 that *"Satuan pendidikan wajib menyusun program kegiatan ekstrakurikuler yang merupakan bagian dari Rencana*

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Kerja Sekolah" (The educational institution is obliged to compile a program of extracurricular activities which are part of the school work plan). Based of the regulation above means that every Junior High School and Senior High School either public or private school in Indonesia should has their own extracurricular program. The program of extracurricular can be designed and developed by the school based on the student's needs.

English club is one of extracurricular kinds at SMKS Sempena Rokan Hilir. According to Noor (2012, p. 25) extracurricular activities are outsourced educational activities and counseling service to assist students' development according to their potential need, talents, and interests through activities specifically organized by educators and/or education personnel who are capable and authorized in schools. Since an English club is different from the regular English teaching and learning in classroom, the activities that can be carried out should be able to make the students learn English in a fun way. An English club is also effective to bright the gap beween the existing curriculum and its objectivenes. An English club gives students a change to practice English in relaxed, informal environment, and to meet new people.The teachers have to make the English club a place for the students to use English in a casual setting. However, the activities should still cover the main four English skills. The students should be able to interact orally each other through English. Because, as English club participant they would be more practice especially on speech. Speech is one ways where students can practice their speaking orally infront of the audience. Students are also expected to

improve their learning achievement by following the English conversation club especially to improve the students speaking ability. But in fact, the researcher has found some problems in their speaking as English club participants. The English club participants who should have more ability than ordinary students also have errors in speaking English. The researcher is so interested in speaking errorof English club participants.

Based on preliminary study at the tenth grade as English club participants of SMKS Sempena Rokan Hilir, the researcher found the following phenomena:

1. Some of the students were not fluent to speak English.

   Students who join the English club were still stuttering in speaking. They repeated the word.

2. Some of the students were shy when speaking English.

   Students who join the English club were still shy when using English. They were not confident in speaking.

3. The students preferred to speak Indonesian rather than English to communicate.

   Students always used Indonesian in speaking, even when English club activities they preferred to speak Indonesian rather than English.

4. Some of the students feared mispronunciation.

   Students felt insecure for fear of mispronuncing English.

5. Some of the students lack of English vocabulary.

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Students were still confuced when saying something. They had lack of vocabulary, so they had difficulty in speaking.

Based on the phenomena described above, that writer is interested in investigating the problems about into a research and titled *"An analysis of speaking errors of English club participants at SMKS Sempena Rokan Hilir"*.

B. Problem

1. Identification of the Problem

a. Why some of the students are not fluent to speak English?
b. Why some of the students are shy when speaking English?
c. Why the students prefer to speak Indonesian rather than English to communicate?
d. Why some of the students fear mispronunciation?
e. Why some of the students lack of English vocabulary?

2. Limitation of the Problem

Related to the identification of the problem above, many problems happened to the students. The researcher needs to limit the problems of the research in order to focus on the topic. In this case, this research is limited to the speaking errors of English club participants at SMKS Sempena Rokan Hilir.

3. Formulation of the Problem

Accordance with the limitation of the problem, the researcher formulated the research problem. The research problem is "What is the

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most dominant type of speaking errors by students of English club at SMKS Sempena Rokan Hilir?"

C. The Objectives and Significance of the Research

1. The Objectives of the Research

To find out which type of speaking errors is the most dominant by students of English club at SMKS Sempena Rokan Hilir.

2. The Significance of the Research

These research activities are significantly carried out for the following needs:

To fulfill one of the requirement for finishing of the researcher's undergraduate (S1) at the Education and Teacher Training Faculty of State Islamic university Sultan Syarif Kasim Riau.

a. Hopefully, this research isable to contributing to the writer as a researcher in term of learning as novice.
b. To add references for other next researcher having the same problem of the writer.
c. The readers: it will give the readers knowledge about the student's speaking errors.

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D. Reason for Choosing the Title

The researcher conducted this research in accordance to:

1. The title is relevant to the researcher's status as a student of English Education Department.

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2. The researcher found that speaking still became the most terrifying skill. Then, the researcher found that the students as English club participants still have errors in speaking English.
3. The location of the research facilitates the researcher to conduct the research.

E. The Definition of the Terms

To avoid misunderstanding and misinterpreting in writing this proposal, it is necessary for the researcher to explain the terms used in the study. The following term:

1. An analysis

   An analysis means finding clear information about something, somebody or some cases. According to Richard and Schmidt (2013, p. 25), analysis is "a statistical procedure used to statistically equate group in order to control the effect of one or more variables, called covariates in this type of analysis". However, in this research, the term analysis refers to the design of the research to analyze one variable that is speaking problems faced by English club participants at SMKS Sempena Rokan Hilir.

2. Speaking

   According to Wahyudi (2013, pp. 3-4), speaking is the wording of one of the productive skills, namely the ability to use spoken language to voice information, generate ideas, and meaning to attract others; including

both spoken and non-verbal pronunciation, grammar and grammar skills from a variety of contexts.

3. Errors

   Error seems as natural process of learning. According to Fauziati (2009, p. 168) “Erros is considered as an inevitable and positive part of that process”.

4. English club participants

   Kathleen at al (2018, p. 3) said an English club is a group of people–Club Members-who meet regularly to practice speaking, listening, reading, and writing in English. English club participants of this research are the students who following English club in SMKS Sempena Rokan Hilir.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Nature of Speaking

There are many definition of speaking that has been proposed by some experts in language learning. Speaking is an activity involving two or more people in whom listeners and speakers have to react to what they listen and make their contributions at a speed of a high level. Speaking is an activity of delivering message, it occurs between speaker and listener orally.

Besides, Hughes (2006, p. 144) stated that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change.

According to Wahyudi (2013, pp. 3-4), speaking is the wording of one of the productive skills, namely the ability to use spoken language to voice information, generate ideas, and meaning to attract others; including both spoken and non-verbal pronunciation, grammar and grammar skills from a variety of contexts.

Speaking has some function in communication. According to Richards (2008, p. 21), the functions of speaking are classified into three; talk as interaction, talk as transaction and talk as performance. Talk as interaction it mean about conversation used in daily activities in social

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interaction. While talk as transaction is about the situation focusing on the meaning delivered or the message for instance. On the contrary, talk as performance refers to public talk which transmits information to an audience, such as classroom presentations, public announcements, speeches.

The main goal of speaking is to communicate, to express thought, feeling, and opinion. The speakers must understand the meaning of everything and trying to communicate. According to Valette (1977, p. 119), speaking is a social skill. The speakers should be able to evaluate the effect of communication the listener so he can effectively convey their thoughts. The speaking has some purposes, which are:

a. To Inform

   Informative speaking is used to give knowledge, decide the correlation between things inform the process.

b. To Entertain

   In this purpose, an appropriate media that is used is story telling. For example, when the teacher told about the story to the students like in narrative text by doing it, speaking will be more interesting to be applied by the listeners.

c. To Persuade

   Usually this condition can be applied in teaching learning process.

d. To Discuss

   Deliberating speaking is used to make some decisions and planning.

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2. Speaking Ability

Speaking ability is important in the process of language learning. People communicate through speaking to gain much more information therefore, both teachers and students should realize the role of speaking ability for their success in language learning. Keith at al (1981, p. 70) defined that: Speaking ability is an activity to produce utterances in real communication. This ability is involving two or more people in which the participants are both hearer and speaker having to react to what they hear and make their contributions at high speed, so each participants has an intention that he want to.Speech is one ways where speakers can practice their speaking orally infront of the audience.

Everyone need speak to communication. Because Harmer (1986, p. 46) states the reason why everyone needs to speak, as follow:

a. They want to say something

What is used here is general way to suggest that the speakers make definite decisions to address other people. Speaking may, of course, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent.

b. They have some communicative purpose

Speakers say things because they want something happen as a result of what they say. They may want to charm their learners to give some information, to express pleasure they may decide to be rude or flatter. To agree or complain in each of these cases they are interested

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in achieving this communicative purpose what is important the message they wish to convey and the effect they want it to have.

c. They select for their language store

Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose they will select (from the 'store' of language they poses) the language they think is appropriate for this purpose.

The ability to speak English as a foreign language is the most pressed skill, because if someone can speak a language is also being able to understand it. Speaking is an essential tool for communicating, thinking, and powerful learning toll. Speaking is foundation of all language development and the foundation of all learning.

3. The Purpose of Speaking

a. They want to say something.

The first purpose or reasons why people speak because they want to say something. Want here is used in a general way to suggest that speakers make definite decision to address other people. Speaking may, of course, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent.

b. They have some communicative purpose.

Beside the desire to speak, speakers say thing because they want something to happen as a result of what they say. They may want to charm their listeners; they may want to give some information

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or want to charm pleasure. They may decide to be rude or to flatter, to agree or complain. In each of these cases they are interested in achieving this communicative purpose-what is important is the message they wish to convey and the effect they want it to have

c. They select from their language store.

Every speaker has desire or purpose to speak even him/she cannot speak and speakers have an infinite capacity to create new sentences (especially if they are native speakers). In order to achieve this communicative purpose they will select (from the 'store' of language they possess) the language they thing is appropriate for this purpose.

4. Types of Speaking

There are some basic types of speaking. Brown (2001, p. 272) states on his book that there are five basic types of speaking.

a. Imitative

The first of the types of speaking performance is the ability to simply parrot back or imitate a word, a phrase, or a complete sentence. The focus of this type of speaking performance is on pronunciation.

b. Intensive

The second type of speaking is production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture).

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c. Responsive

This type of speaking includes interaction and comprehension at a limited a level of very short conversations, standard greetings, and small talk, simple requests and comments, and the like.

d. Interactive

Interactive speaking is nearly similar to responsive speaking. The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges or multiple participants. The interaction takes two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship.

e. Extensive (monologue)

Extensive speaking includes speeches, oral presentation, and storytelling. The language style is frequently more deliberative or planning is involved in this type of speaking.

5. The Component of Speaking

There are some components of speaking that must be fulfilled by the learners. It can be use as a measurement whether our speech is good or not. Those are fluency, comprehension, grammar, vocabulary, and pronunciation. The description is as follows to Brown (2001, p. 168):

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a. Fluency

It refers to one's ability to speak smoothly and easily, fluency is the matter of the way someone speak the language without any trouble like thinking the word confusing the idea, etc. fluent speakers can express themselves appropriately and without hesitation and do not worry about making mistakes. Accuracy speakers do not do mistake in grammar, vocabulary, and pronunciation. Accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output while fluency may in many communicative language courses be an initial goal in language teaching.

b. Comprehension

Comprehension is a student's competence to comprehend the entire speaker says to them.

c. Grammar

Grammar is the way to organize the words into correct sentence. It is important that if the speaker can master grammar to organize the word to the speaker also easily to speak English well. Grammar is often referred to as functional which means that the learners make statements about the semantics and communication significance of particular point of grammar, how language use, the conveying of meaning or maintenance of personal relation or the

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organization of discoursed. It can influence the successful human speech in communication.

d. Vocabulary

Vocabulary is one of the important aspects of foreign language. Vocabulary is the basic of language. It appears in every language skill. It is very important because we can say nothing without vocabulary in or mind.

Vocabulary is about choosing of word which is used appropriately based on the context of speaking. In some cases, the learners may not be confident to speak English because they are lack of vocabulary. It is because the learners seldom hear English except in their book and the teacher.

e. Pronunciation

Pronunciation is including the segmental features, vowels, consonants, the stress and intonation. Pronunciation is the important component of language. Pronunciation is basic component in teaching and learning a spoken language. Pronunciation is also avoiding the students' errors in produce sound. If the students have a good pronunciation so their speaking will be understandable.

6. Types of Testing Speaking

Based on Weir (1993) statement, there are eight types of testing speaking that can be done in communicative language test as in the following:

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a. Verbal essay
b. Oral presentation
c. The free interview
d. The controlled interview
e. Information transfer: description of a picture sequence
f. Information transfer: question on a single picture
g. Interaction tasks
h. Role play

7. English Club

English club is one of the extracurricular in the school. The goal of this extracurricular activity is to support the students learn English and developing their talent in English.

Kathlen and Bryce (2018, p. 3) said that an English club is a group of people–Club Members-who meet regularly to practice speaking, listening, reading, and writing in English. They also explain that an English Club is a series of regularly scheduled meetings where members practice English and help the community solve problems.

8. Speech Errors

According to Clark at al (1977, p. 263), there are common types of error. Clark and Clark classified speech errors into nine types.

a. Silent pause

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The speaker silent when they got difficulty to find the next word to say not to takes a breath.

b. Filled pause

Filled pause is any spoken sound or word used to fill gaps in speech. "uh", "um", and "well" are common filled pauses among English speakers.

c. Repeats

In repetation errors a speaker repeats one or more words in a row.

d. False start (unretraced)

False start (unretraced) is when the speaker make correction of a word but they do not repeat f one or more words before the corrected word. They continue saying or speaking the next word without repeating the wrong word.

e. False start (retraced)

False start (retraced) is correction of a word which included the repeating of one or more word before the corrected word.

f. Corrections

Corrections is common types of speech error. Correction contains an explicit correction such as "i mean, rather, sorry".

g. Interjections

Interjection means the speaker stops for awhile to get next intended word.

h. Stutters

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Stutters occurs when the speaker felt nervous or did not mastery the material.

i. Slip of tongue

Slip of tongue defined as unintended, non-habutual deviation from a speech plan. Slip of tongue is one type of speech errors which often occurs when speaker are fatigue or nervous. It is the result of problem in controlling the speech production process.

9. Source of Error

According to Clark at al (1977, p. 271), there are three sources of speech error, as follow:

a. Cognitive reason "People usually take longer time to produce sentences which deal with abstract things than concrete ones".
b. Psychological or affective reason "When people are anxious they become tense, and their planning and execution of speech becomes less efficient".
c. Social reason "Speech plan seems difficult when conversation takes place under pressure".

According to the explaination abouve, there are three sources of speaking errors that will be faced by the students. The students have cognitive reason, psychological or affective reason, and social reason on their speaking. Its mean that most of the people usualy have their own reason of their speaking errors.

10. Error Analysis Procedure

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a. Identification of error

It is the distinction between errors and mistakes. Eilis said "Error occurs because the learners do not know what is correct" (1997, p. 17). According to Ellis (1994, p. 51) "Mistake are performance phenomena and regular features of native speaker speech, reflecting processes failures that arise as a result of competing plans, memory limitations, and lack of automaticity".

b. Description of Error.

According to Ellis (1997, p. 18), "Error can be described and classified into the types".

c. Explanation of Error. Errors can be classified into two.

The first is competence (errors). According to Ellis (1994, p. 58), the sources are transfer, intralingua, and unique. The second is performance (mistake). The sources are processing problems, and communication strategies. There is the relationship between speech error and error analysis.

B. Relevant Research

There are two relevant researsch. The first is Hawa Fadhila (2013)entitle Errors in Speaking English Made By Students of English Department of Muhammadiyah University of Surakarta. The aims of this research are to describe the frequency and the dominant, and explain the sources of error made by students of English department of Muhammadiyah

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University of Surakarta. The type of this research is descriptive qualitative research. The researcher collects micro teaching video from her friends. the researcher makes the transcript to select the data. There are 212 data containing of errors. The researcher uses Clark and Clark theory and Dulay, abaurt, and Krashen clasifications. There are speech error, lexical error, and gramatical error. In speach error are repitition (27.4%), unretraced (4.3%), retraced (6.6%), filled pause (20.3%), silent stutters (1.9%), pause (9.9%), correction (0.9%), and slip of tongue (0.4%). Lexcical error is wrong choice of word (0.9%). Grammatical errors are ommision of auxiliary in question (6.1%), ommision of "to be" (2.4%), addotion of "do" in question (1.9%), addition of preposition (2.8%), misordering (0.9%), the usechoice of V-O instead of V-ing (0.5%), addition of "to" after auxiliary (1.4%), and wrong choice of verb (3.3%). The sources of lexical and gramatical error are interlingual and intralingual transfer.

The second is Purnawati (2009), entitle A Study on Speech Error on Damashinta Sunday Work Out: A Psycholinguistic Approach. This research is aimed to give a description of speech error phenomena which occur in one of the English programs on Damashinta FM in Pekalongan, to know the types of speech error, to know the frequency of the each type of speech error, and to know the source of speech error. The type of research is qualitative. The data is conversational text. She records English conversation on Damashinta Sunday Work Out as the source of data. The data are all utterances containing speech errors made by the broadcasters and the callers in that program. The

researcher analyzes data based on psycholinguistic approach by Clark and Clark. She identified 9 speech errors with frequencies as follow: silent pauses (40 or 19.05%), filled pauses (105 or 50%), repeat (23 or 10.95%), retraced false start (9 or 4.3%), unretraced false start (3 or 1.3%), correction (14 or 6.67%), interjection (1 or 0.47%), stutter (12 or 5.7), and slip of tongue (3 or 1.43%). The sources of the errors are the result of gross difficulties of the speaker to plan and execute at the same time, and the result of more localized difficulties speakers has in forming the articulatory program to guide the articulatory muscle in the production of sounds.

The third is Inayah (2009) entitle "An Analysis of speech Errors on SAS FM RADIO PROGRAMS: A Psycholinguistic Approach. The aims of this research are to describe type of speech errors, describe dominant of speech errors, and also the sources of speech errors found in the conversation of broadcaster and the callers in SAS FM interactive English Programs: SAS Sunday work out and SAS Sundayluckyday. The type of the research is qualitative. The data is conversational texts of the conversations of the broadcaster and the callers. The researcher collects the data by recording the conversations of broadcaster and the callers in SAS FM interactive English Programs. Then the researcher makes a conversational text and makes a list of data. The researcher classifies type of the speech errors and their sources based on Clark and Clark theory. In finding dominant, the researcher refers to theory of Walizeradited by Sadiman. The results of this research are silent pause (7.3%), filled pause (55%), repeats (11%), retraced false starts (5%),

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unretraced false starts (4%), corrections (3.2%), interjections (2.45%), stutter (3.2%), and slips tongue (9%). The sources of slip of tongue is caused by difficulties in forming the articulary muscles in execution, while other errors are caused by difficulties in planning and executing speech in the same time.

This research is similar as the relevant research above. The purpose of this research is the same as the relevant research above, to find out the dominant type of speaking errors. But this research have different subject of the research. The subject of this research is English club participants. So this research will find out the dominant type of speaking errors of English clup participants.

C. Operational Concept

Operational concept is a guidance used to avoid misunderstanding in carrying out the research.Clark at al (1977, p. 263) said that there are common types of errors. Clark and Clark classified speech errors into nine types. Based on his statement above, there are some indicators of speaking error, namely:

1. Silent pause
2. Filled pause
3. Repeats
4. False start (unretraced)
5. False start (retraced)
6. Corrections
7. Interjections
8. Stutters

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9. Slip of tongue

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CHAPTER III

METHOD OF THE RESEARCH

The methodology is absolutely needed in any research in order to find the accurate and affective research. According to Sugiono (2015) research method means the scientific way to get data with the purpose of certain usability data.

A. The Research Design

Research design is unified, detailed and specific plan how to acquire, analyze, and interpret data.The researcher uses descriptive qualitative research design. This research consisting one variable (independent variable) was the speaking errors of English club participant at SMKS Sempena Rokan Hilir.According to Sugiyono (2008), qualitative research is called naturalistic research, because that research is natural setting.

Descriptive research is research that asks questions about the nature, incidence, or distribution of variables, it involves describing but not manipulating variables. According to Ary (2010), he explained that descriptive research is the qualitative inquirer deals with data that are in the form of word or pictures rather than numbers and statistics. The data from documents, field notes, and interviews, or excerpts from videotapes, audiotapes, or electronic communications are used to present the findings of the study. The data collected are the participant experiences and perspective. Qualitative research is a generic term for a variety of research approaches that study phenomena in the natural setting, without predetermined hypotheses. By using this method

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the data will be collected in spoken production and analyzed.

B. The Location and the Time of the Research

This research was conducted on September until November 2019 at SMKS SEMPENA ROKAN HILIR.

C. The Subject and the Object of the Research

1. Subject of the research

The subject of the research was the English club participant at SMKS SEMPENA ROKAN HILIR.

2. Object of the research

The object of the research was the speaking errors of English club participants.

D. The Population and the Sample of the Research

Population and sample are very important in conducting a research. According to Ary (2010), population is defined as all members of any well-defined class of people, events, or objects. Sugiono (2008) also explains that a population is a generalization area consisting object or subject which has certain quality and characteristic that is determined by the researcher in order to be learned and taken its conclusion. Arikunto (2006)said that population is the overall subject of study. The population of this research was English club participants at SMKS Sempena Rokan Hilir, the numbers of all students are 7.

The researcher used purposive sampling on this research. In purposive sampling-also referred to as judgment sampling-sample element judged to be typical, or representative, are chosen from the population (Ary, Donald et al.,

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2010, p. 156). The researcher collected the data from all of the students in English club based of the information of the English teacher. The specification of the population and sample can be seen from the following table:

Table III.1
The Populationand Sample of the Research

No	Class	Population of English club participant	Sample of English club participant
1.	X TKJ	5	5
2.	X ATP	2	2
Total		7	7

Source: (document of SMKS SEMPENA ROKAN HILIR)

E. The Technique of Collecting the Data

The researcher used documentation as technique of collecting the data. The researcher collects video of the speaking activities of the English club participants from the English teacher. The researcer transcript the student speaking performent.The raters can analyzing the video with play the record and listen what sentence or utterance the students said in their speaking. From the video result the ratercan find out the speaking error. Then, the researcher can counts and findthe dominant type of speaking errors by the students.

F. Techniques of Analyzing the Data

The analytical method used in this research is descriptive analysis percentage. There are techniques of analyzing the data:

1. Identificationof errors.
2. Describesthe data (utterance containing errors) based on the type of error using speech error and error analysis theory.

3. Counts the number of each type of error, and then count the frequency based on following formula by Sudijono's formula (2004, p. 43):

Table III. 2
Frequency formula

$$\text{Error percentage} = \frac{\text{The number of each type of error x 100\%}}{\text{The total number of data of error}}$$

4. Selects the dominant of speaking errors based on the frequency of the error data.
5. Explains the source of each utterance containing of error in the data.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study is conducted to find out what is the most dominant type of speech errors by students of English club at SMKS Sempena Rokan Hilir. Based on the data, the researcher found seven types of error. They are silent pause, filled pause, repeats, retraced false start, interjection, stutters, and slip of tongue.

Based on the frequency, the reseacher found 14 utterances or 35.89% of silent pause, 3 utterances or 7.69% of filled pause, 16 utterances or 41.02% of repeatation, 2 utterances or 5.12% of retraced false start, 2 utterances or 5.12% of interjection, 1 utterances or 2.56% of stutters, 1 utterances or 2.56% of slip of tongue. From the frequency above, the dominant type of this reseach is repeatation.

The researcher also found two sources that make the utterances become error. The first is cognitive reason where the speakers need brain processing where information is processed to utter by speech. The second is psychological reason that happens when the speaker feel anxious, nervous, in hurry or other that can affect the speakers to be confident or un-confident that makes them difficult to produce speech.

In conclusion, the researcher concludes that the participants of English club at SMKS Sempena Rokan Hilir still apply a lot of error in their speech. The most case from 39 errors is repetition.

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B. Suggestion

1. Suggestion for the teacher
   a. The teacher should give students more practice in speaking.
   b. The teacher should speak English in the class or out of the class to make the students accustomed to speak English.
   c. The teacher should correct students if there are errors in speaking.
2. Suggestion for the student
   a. The students should more practice in speaking
   b. The students should speak English in the class, in English club activities, or in daily activities to make the students accustomed to speak English.
   c. The students should ask to the teacher, if they have some errors in speak English.

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CURRICULUM VITAE

Delis Rahayu, the last daughter from Mr. Suparno and Mrs. Softiah, was born in Buluh Rampai, 19th July 1997. She lives at Buluh Rampai, Seberida, Indragiri Hulu, Riau. In 2009, She was graduated from Elementary School 012 Buluh Rampai. In 2012, She finished her study at Junior High School 3 Seberida. She continued her study at Avocation High School 1 Seberida, and finished it in 2015.

In 2015, She was accepted become one of the students in English Education Department, Faculty of Education and Teacher Training of State Islamic of Sultan Syarif Kasim Riau. On July 2018, She was doing KKN (Kuliah Kerja Nyata) in Pasir Selabau, Sei Lala – Indragiri Hulu. Then She was doing Pre-Service Teacher Training Practice at SMK Taruna Mandiri, Pekanbaru, Riau.

Finally, She followed Final Examination of her thesis entitled "An Analysis of Speaking Errors of English Club Participants at SMKS Sempena Rokan Hilir". Then, her thesis was finally accepted and approved by the final examination committee for the award of Undergraduate Degree of Education on March 23th 2021 after she successfully passed in the final examination. She finish her study with IPK 3,27 and appropriate to get Undergraduate Degree (S.Pd.).

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