GRAMMATICAL ERROR ANALYSIS OF SPEAKING SKILL AT THE SIXTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF IAIN PALOPO
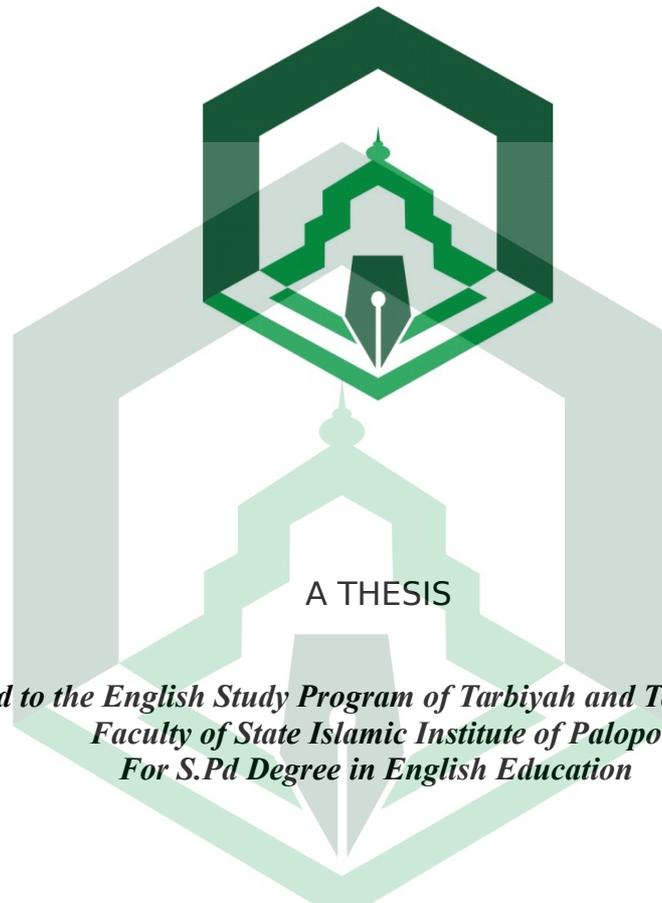

A THESIS

Submitted to the English Study Program of Tarbiyah and Teacher Training
Faculty of State Islamic Institute of Palopo
For S.Pd Degree in English Education

Composed By,

RIMA KUMALA
REG.NUM. 13.16.3.0116

ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE (IAIN) OF PALOPO
2017

GRAMMATICAL ERROR ANALYSIS OF SPEAKING SKILL AT THE SIXTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF IAIN PALOPO
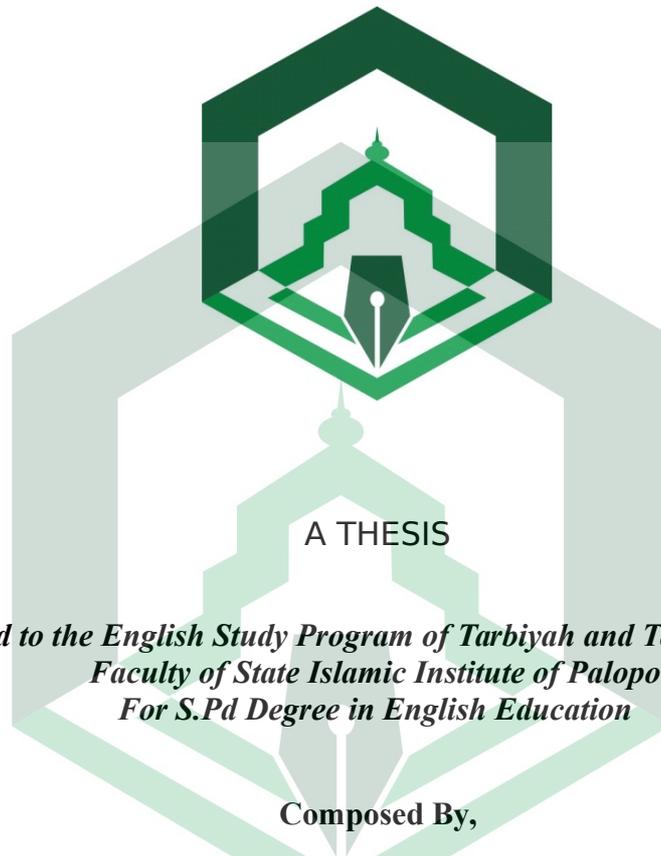
A THESIS

Submitted to the English Study Program of Tarbiyah and Teacher Training
Faculty of State Islamic Institute of Palopo
For S.Pd Degree in English Education

Composed By,

RIMA KUMALA
REG.NUM. 13.16.3.0116

Supervised By
Dr.Rustan S, M.Hum
Madehang, S. Ag., M.Pd

ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRA INING FACULTY
THE STATE ISLAMIC INSTITUTE (IAIN) OF PALOPO
2017

CONSULTANT APPROVAL

Thesis Entitled   :   **"Grammatical Error Analysis of Speaking Skill at the Sixth Semester Students of English Department of IAIN Palopo." (*Descriptive Quantitative Method*)**

Written By   :   Name   : Rima Kumala

                               Reg. Num   : 13.16.3.0116

                               Study Program : English Education

Has been corrected and approved to be examined.

Palopo, July 5th 2017

Consultant I   Consultant II

Dr. Rustan S., M. Hum.   **Madehang, S.Ag., M. Pd.**
Nip. 19651231 199203 1 054   Nip. 19730615 200003 1 004

EXAMINER APPROVAL

Thesis Entitle   : **Grammatical Error Analysis of Speaking**

Skill at the Sixth Semester Students of English

Department of IAIN Palopo

Written By:

Nama   : Rima Kumala

Reg. Number   : 13.16.3.0116

Faculty   : Tarbiyah and Teacher Training

Study Program   : English Study program

Has been corrected and approved to be examined.

Palopo, 11th July 2017

Examiner I   Examiner II

Dr.Hilal Mahmud, M.M.   Syamsudarni, S.Pd.I., M.Ed.
NIP. 19571005 198303 1 024   NIP.19811106 200604 1
003

NOTA DINAS PEMBIMBING

Hal   : Skripsi

Lamp : -

Kepada Yth,

Ketua Dekan Fakultas Tarbiyah IAIN Palopo

Di,-

      Tempat

Assalamu Alaikum Wr. Wb.

Sesudah melakukan bimbingan skripsi mahasiswa dibawah ini :

Nama   : Rima Kumala

Nim   : 13.16.3.0116

Program Studi   : Bahasa Inggris

Judul Skripsi   : **"Grammatical Error Analysis of Speaking Skill at the Sixth Semester Students of English Department of IAIN Palopo *."***

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk diproses selanjutnya.

Wasalamu Alaikum Wr. Wb.

Palopo, July 5th 2017

Pembimbing I

Dr. Rustan S., M.Hum.

NIP. 19651231 199203 1 054

NOTA DINAS PEMBIMBING

Hal   : Skripsi

Lamp : -

Kepada Yth,

Ketua Dekan Fakultas Tarbiyah IAIN Palopo

Di,-

     Tempat

Assalamu Alaikum Wr. Wb.

Sesudah melakukan bimbingan skripsi mahasiswa dibawah ini :

Nama   : Rima Kumala

Nim   : 13.16.3.0116

Program Studi   : Bahasa Inggris

Judul Skripsi   : **"Grammatical Error Analysis of Speaking Skill at the Sixth Semester Students of English Department of IAIN Palopo** *."*

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk diproses selanjutnya.

Wasalamu Alaikum Wr. Wb.

Palopo, July 5th 2017

Pembimbing II

Madehang, S.Ag.,M.Pd.
NIP. 19730615 200003 1 004

PRONOUNCEMENT

Signature by:

Name   : RIMA KUMALA

Nim   : 13.16.3.0116

Study Program   : TADRIS INGGRIS

Department   : TARBIYAH

With all awareness and consciousness, the researcher who sign bellow, pronounces that this is literary work of researcher herself. If somebody it is proven that this thesis is duplicated, copied or made by the other people as whole or partially, so this thesis caused use this thesis invalid for low.

Palopo, 27th of June 2017

Researcher

RIMA KUMALA
Nim. 13.16.3.0116

vi

TABLE OF CONTENTS

ABSTRACT

Rima Kumala, 2017: *"Grammatical Error Analysis of Speaking Skill at the Sixth Semester Students of English Department of IAIN Palopo".***Thesis,** English Education Department, Faculty of Tarbiyah and Teacher Training in IAIN Palopo, Under the consultant **(1) Dr. Rustan S, M.Hum. (2) Madehang S.Ag, M.Pd.**

Key words   : Error Analysis, Grammatical, Speaking (Unforgettable Experience)

The study is about "Grammatical Error Analysis of Speaking Skill at the Sixth Semester Students of English Department of IAIN Palopo". The main discussion of this study is "what kinds of errors are made by the sixth semester students at English department of IAIN Palopo of grammatical speaking skill".

This study is descriptive quantitative research. This study is focused on the sixth semester students of English study program of Tarbiyah department at IAIN Palopo in the 2017 academic year. The writer takes 135 students from four classes' class A, class B, class C, and class D as the populations. The sample of the data is chosen by random sampling technique, so writer gets the total of the sample are 20 students. The data are analyzed by using error analysis method. The error types are classified based on surface strategy taxonomy such as Omission, Addition, Misformation and Misordering.

The result of this research shows that the grammatical error analysis of speaking skill at the sixth semester students of English department of IAIN Palopo are Omission, Addition, Misformation, and Misordering. The data in Misformation error is the highest frequency that reaches up to 81.17%. Then Omission shows10.58% frequency of error, Addition shows 5, 88% frequency of error and the lowest frequency are Misordering with 2.35%.

CHAPTER I

INTRODUCTION

A. Background

Error Analysis is a study to find out the error that students commit and how to solve it. Speaking is oral communication that person do because speaking is a tool for communication to the others. Speaking skill is very important for students to be learnt. And in speaking we also think about language feature by which people know the use of language such how to modify the sound and how to use appropriate expression.

The cause of the difficult speaking, because most of the students don't use the vocabularies when they speak with the other, especially if they gather or meet with their friends, they only focus with their mother tongue or their nation for telling something or discussing their problem, while they use the English when they are in the classroom or they are in situation where must they use it. They don't habituate their selves for using English when telling things and we know that English needs practicing for improvement our speaking. Nowadays, we are as Indonesian society cannot deny the spreading of English speaking. Although English has a function as foreign language but it is too strong to influence some aspect of life. One of them is education. It can be noticed to English teachers as well as students are eager to speak English so that they can communicate in English.

Many people think that speaking skill is more difficult than learning other skills. Most of the learners get the problem when they perform speaking, because they have to be able to reach the goal of communication namely make an understanding interaction. Besides that, the speakers must have some vocabularies to communicate their ideas as way in communicating with the other one.

Based on pre-survey in IAIN Palopo especially for the fifth semester, there are some errors that students commit, especially in Linguistic Categories error (Phonology or Orthography, Lexicon, Grammar, and Discourse), from the some error that students commit in speaking, which dominant of error on students' speaking is grammar because when the researcher was doing pre-survey towards students' speaking skill about their unforgettable experience, some students use verb 1 (V1) in their sentence, students should use verb 2 (V2). It is misformation error.

Therefore, with do this research, can become one of thinking or learning for student, lecturers and the English teachers, especially my own self how to find out the errors on students' speaking ability and how to solve the error on students' speaking ability. Analyzing an error is very important to know. An error analysis is one of solution because it can help the students how to learn from error and correct in their speaking.

Based on the description above the writer is interested in conducting the research entitled "*Grammatical Error Analysis of Speaking Skill at the Sixth Semester*

Students of English Department of IAIN Palopo".

B. The Research Question

Based on the background above, the writer formulates research question as follows: what kinds of error are made by the sixth semester students at English department of IAIN Palopo on grammatical of speaking skill?

C. Objective of the Research

The objective of holding this research is to find out the errors on grammatical of speaking skill made by the sixth semester students of English department at IAIN Palopo.

D. Significance of the Research
1. Theoretically

The purpose of this research is to find out the errors on grammatical of speaking skill. The result of the research is expected to be significant contribution for the theory of error and the theory of speaking.

2. Practically

The result of the research is expected to be useful information for the teachers and learners of English as a foreign language in general and especially for those who want to upgrade their speaking skill. Furthermore, the writer hopes that this research

is useful for English teacher in developing their teaching method.

E. Scope of The Research

The scope of the research focuses on the categories of error that students produced in grammatical of speaking skill based on Surfaced Strategy Taxonomy and focuses on the sixth semester students at English department of IAIN Palopo. Taking the research data from the total number of students and to analyze it only on each student based on the researcher's knowledge and maybe the reader still find grammatical error which is not analyzed by the researcher because this research is far from perfect.
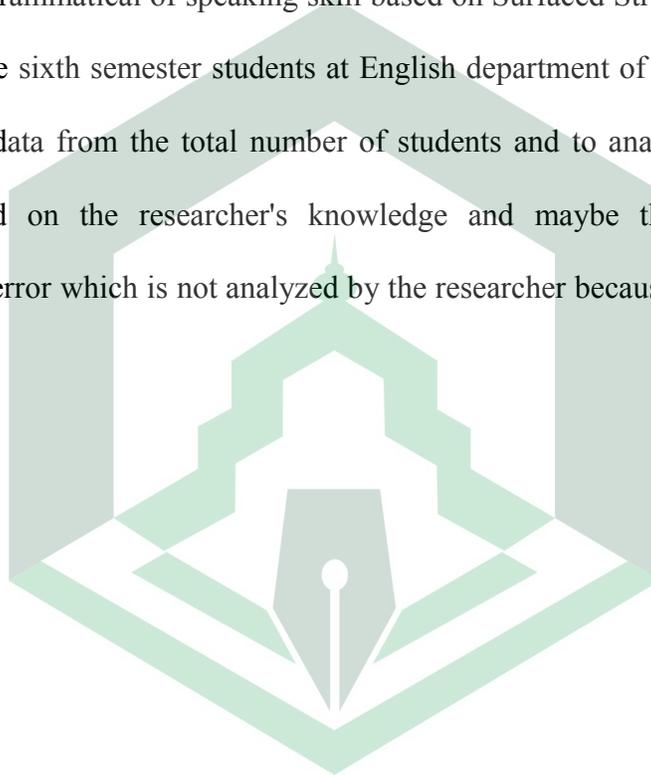
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

In writing this thesis, the researcher finds out some previous studies which make the writer eager to hold this research, those are:

1. Qowimul Adib conducted a research entitled "Grammatical Error Analysis of Speaking of English Department Students at ELT Department of IAIN Walisongo". The aim of this thesis is to find out the factors influencing English department student's speaking error, the method of this research is qualitative research. Based on the result, Qowimul Adib can conclude that the possible causes of errors are interlingua transfer and intralingua transfer.[1]

2. Anas Muhammad Wibowo, in his research "Grammatical Error Analysis Speaking Subject Used by English Department Students of STAIN Salatiga in The Academic Year 2009/2010". The purpose of this research is to help students to learn, understand the structural and difficulties faced the students in STAIN Salatiga. By using qualitative method the writer identifies and the strategies are used to overcome their difficulties in speaking. The writer found that students have still mistake when they speech grammar. They usually get of mistakes from their presentation. Most of the students have error in noun plularization and Error

---

1

Qowimul Adib, *Grammatical Error Analysis of Speaking of English Departement Students* at ELT Department Of IAIN Walisongo. http://digilib.walisongo.ac.id/files/disk1/140/jtptiain--qowimuladi-6955-1-qowimul-5.pdf, acssed on 30 Mey 2016.

in the use of pronoun. The students have difficulties in analysis type of tense, so they are getting problem when speaking or answer question.[2]

3. Abdul Gopur conducted a research entitled "Error Analysis on Students' Speaking Performance". The method of this research is qualitative. Based on the result, Abdul Gopur can conclude that there is error on students' pronunciation at segmental phonemes at final consonant due to the students' did not know the correct transcription and lack of practice pronouncing words.[3]

Based on the previous of related findings above, there are similarities and differences with the title by conducting of researcher. As for the equation that is the same as error analysis on students speaking skill, then the differences that is applying quantitative descriptive method in conducting by the researcher.

B. The Concept of Errors
1. Definition of Error

a. Error analysis is an effort to observe, analyze, and classify the errors the learners made to reveal something of the system operating with the learner.[4]

b. An error analysis can give a picture of the type of difficulty learners are experiencing. If it is carried out on a large scale such a survey can be helpful in drawing up a curriculum, and for the class teacher an error analysis can

---

2 Anas Muhammad Wibowo, Grammatical Error Analysis Speaking Subject Used by English Department Students of STAIN Salatiga in The Academic Year 2009/2010, http://perpus.iainSalatiga.ac.id/docfiles/fulltext/ed1acffe83c74d1f.pdf, acced on 9 juli 2017

3 Abdul Gopur, *Error Analysis on Students' Speaking Performance,* http://repository.uinjkt.ac.id/dspace/bitstream/123456789/8221/1/ABDUL %20GOPUR-FITK.pdf, accesd on 9 July 2017.

4 Douglas Brown, *Principle of Language Learning and Teaching,* (New Jersey: Prentice Hall, Inc., Englewood Cliffs, 07632, 1980), p.166.

give useful information about a new class.[5]

c. Strevens hypothesized that errors commit shouldn't be viewed as a problem to be overcome, but rather as normal and inevitable features indicating the strategies that learners use.[6]

Based on some theories above, the researcher can conclude that Error Analysis is a study to find out error that students commit and how to solve it.

2. Students' Error

Human learning is fundamentally process that involves the making of mistakes. Mistakes, misjudgments, miscalculations, and erroneous assumption form an important aspect of learning virtually any skill or acquiring information.[7]

Second language learning is a process that is clearly not unlike first language learning in its trial-and-error nature. Inevitably the learner will make mistakes in the process if he doesn't commit errors and then benefit in turn various forms of feedback on those errors.[8]

Since this study analyzes learners' error, it is appropriate to define what is meant by errors. The terms "mistake and error" are often used interchangeably. However, there is a clear difference between the two. John Norrish makes a clear distinction between errors and mistake. He stated errors as a systematic deviation when a learner has not learnt something and consistently gets it wrong. He adds also that when a learner of English as a second or foreign language makes an error

---

[5] John Norrish, *Language Learners and Their Errors*, (London and Basingstoke: The Macmillan Press Lmtd., 1983), p.80.

[6] Jack C. Richards, Error Analysis Perspectives on Second Language Acquisition (London: Longman Group Limited, 1974), p. 4.

[7] Douglas Brown, Principle of Language Learning and Teaching, p. 164.

[8] *Ibid.*.

systematically, it is because he has not learnt the correct form. John Norrish then defines mistakes as "inconsistence deviation". When a learner has been taught a certain correct form, and he uses one form sometimes and another at other times quite inconsistently, the consistent deviation is called a mistake.[9]

In another source, Brown states that mistake refers to performance error that is either a random guess or a "slip," in that it is a failure to utilize a known system correctly, and says that error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learner.[10]

3. Error Categories and Stages

a. Error Categories

Brown states some terms as plausible tool for classifying errors, they are four Mathematical Categories (Addition, Omission, Substitution, and Ordering), four Linguistic Categories (Phonology or Orthography, Lexicon, Grammar, and Discourse), and three stages of error (Pre-Systematic Error, Systematic Error, and Post-Systematic Error).[11] Each of them is listed as follow:

1) The Mathematical Categories of Error:
a) Addition is the act of adding something to something else.[12]
b) Omission is the act of not including somebody/something or not doing something.[13]
c) Substitution means the act of putting one thing or person in the place of

---

9John Norrish, *Op. Cit.,* p.7.

10 Douglas Brown, *Op. Cit.*, p.16.

11*Ibid.* p. 171.

12 Hornby, Oxford Advanced Learner's Dictionary, (Ed.; 6th, Great Clarendon Street, Oxford OX2 6DP, Oxford University Press. 2003) p. 15.

13*Ibid.* p. 912.

another.[14]

d) Ordering means the way in something is ordered or arranged, or the act of putting something into an order.[15]

  2) The Linguistic Categories of Error:

a)   Phonology or Orthography. Phonology means the establishment and description of distinctive sound units of a language by means of distinctive features.[16] It terms is also concerned with the study of word to word relations in sentences, and the investigation of intonation pattern.[17] In addition, orthography is a term which used for representing the spelling in general, the correct or the standard spelling.[18]

b) Lexicon; the word lexicon means the set of all the words and idioms in any languages.[19] In this study, the use of lexicon term is closely related to the lexicology which means the study of the vocabulary items of a language, including their meanings and their relations, and change in their form and meaning through time.[20]

c) Grammar. Grammar is a description of the structure of a language and the way in which linguistic units such words and phrases are combined to produce

---

14 http://www.wordreference.com/definition/substitution.

15 Hornby, Oxford Advanced Learner's Dictionary, p. 931.

16 Jack Richards, at. all, Longman Dictionary of Applied Linguistics, p. 216.

17 *Ibid.* p. 217.

18 *Ibid.* p. 203.

19 *Ibid.* p. 165.

20 *Ibid.*

sentences in the language, and in generative transformational theory, grammar means a set of rules and a lexicon which describes the knowledge (competence) which a speaker has of his or her language.[21]

d) Discourse. In general term, discourse means the language use, i.e. language which has been produced as the result of an act communication. It refers to the larger units of language such as paragraphs, conversations, and interviews.[22] In this study, the use of discourse term is closely related to the discourse analysis which means the study of how sentences in spoken and written language form larger meaningful units such as paragraphs, conversations, interviews, etc.[23]

b. The Stages of Error

1) Pre-Systematic Error. Pre-Systematic Error is the stage in which the learner is only vaguely aware that there is some systematic order to particular class of items. Partial consistency can mask a pre-systematic error.[24]

2) Systematic Error. Systematic error is a stage when the student has begun to discern a system, to be more consistent in patterning, and to exhibit rather consistent errors indicating internalization of rules, albeit "incorrect" rules by native-speaker standards.[25]

3) Post-Systematic Error. Post-Systematic Error is found when the learner is quite consistent in his speech, and when he makes an error he can both

---

21*Ibid*. p. 125.

22*Ibid*. p. 83.

23*Ibid*. p. 84.

24Douglas Brown, Principle of Language Learning and Teaching, p.170.

25*Ibid.*

explain it and correct it. Though errors occur in this stage, they seem to

be rather infrequent.[26]

4. The Sources of Error

Many experts write about the sources of error, for example, five sources of

errors reported by Selinker:

a. Language tranfer
b. Transfer of training
c. Strategies of second language learning
d. Strategies of second language communication, and
e. Overgeneralization of TL linguistic material.[27]

Brown writes that error-overt manifestations of learners systems-arises

from several sources: inter-lingual errors or interference from the native language,

the sociolinguistic context of communication, psycholinguistic or cognitive

strategy and doubt countless affective variables.[28] He drives those sources as

follows:

a). Inter-lingual Transfer

The beginning stages of learning a second language are especially

vulnerable to inter-lingual transfer from the native language or interference. In

these early stages before the system the second language is familiar, the native

language is the only previous linguistic system upon which learner can draw.

Errors caused by inter-lingua transfer occur because the system of mother tongue

influence the second language learned. E.g. The book of John, it can be expressed

---

26*Ibid.* p. 171.

27 Jack C. Richards, Error Analysis Perspectives on Second Language Acquisition, p. 35.

28H. Douglas Brown, *Principle of Language Learning and Teaching,* (New Jersey: Prentice Hall, Inc., Englewood Cliffs, 07632, 1980), p.166.

John's book.

b). Intra-lingual Transfer

Intra-lingual error or intra-lingual interference is the negative transfer of items which the target language, or put another way, and the incorrect generalization of rules within the target language. This is the major factor in the second language learning. Then, intralingua transfer occurs because learners don't master second language learned. E.g. Does John can sing, I don't know what time is it. These example should be Can John sing?, I don't know what time it is.

a. Context of learning

Context itself refers, from example: to the classroom with its teacher and its materials in the case of school learning or the social situation in the case untutored second language learning. In classroom context, the teacher or the textbook can lead the learner to make faulty hypotheses about the language.

b. Communication strategies

Communication strategies area fourth source of learner error, but this major category is so pervasive and important that is treated in separate section here. Communication strategies actually include process of inter-lingual and intra-lingual transfer and context of learning as learner tries to get a message across to hearer or reader. The latter pertains to the conscious employment of verbal or nonverbal mechanisms for communicating an idea when precise

linguistic forms are for some season not available to the learner at that point in communication.[29]

Littlewood also write that communication strategies is appropriate to a way the learners employ in which they can convey meanings which would otherwise be beyond his acquired competence.[30]

Furthermore, John Norrish writes some current theories of the causes of errors as follow:

a. Contrastive Analysis;
b. General Order of Difficulty;
c. Overgeneralization;
d. Incomplete Application of Rules;
e. Material-induced Error;
f. Error as a part of Language Creativity.[31]

Based on several theories stated by some experts above, the researcher decides to use this theory as the standard theory in analyzing the students' sources of error in this research.

5. **Types of Error**

Grouping the errors that had been found and stating the classes of the errors. The errors were classified based on surfaced strategy taxonomy those include four types of errors according to Dulay, Burt, and Krashen in Alfim,

---

[29] *Ibid*. p.173.

[30] William T. Littlewood, Foreign and Second Language Learning, (Ed. Vi; Cambridge: Cambridge University Press, 1989). p. 31.

[31] John Norrish, Language Learners and Their Errors, p. 28.

Those are:

a. Omission Error
b. Addition Error
c. Misformation Errors
d. Misordering Errors

This next step is the step where the errors are described and classified into kinds. This step can be done by several ways. There are two ways to classify errors as mentioned by Corder in Ellis, they are:

1) The first way is classifying the errors through grammatical categories. It means classifying the errors through their tenses. As an example:

Original sentence: The girl sing beautifully.

Reconstruction: The girl sings beautifully.

2) The second way of classifying the errors is trying to identify general ways in which the students‟ written form differs from the reconstructed target language. It means the errors are classified into several types:

a. Omission

Omission is the error of leaving out an item that is required for an utterance to be considered grammatical, for example: I saw movie yesterday. This sentence leaves out an article "a" that must be added before the word movie.

b. Addition

Addition is the error of adding some unnecessary or incorrect element in an utterance. For instance: I needs to see a doctor. There is suffix "–s" added after the word "need". Hence, this indicates addition error.

c. Misformation

Misformation is the error of using one grammatical form in place of another grammatical form, for example: "My sister go to Makassar yesterday." This sentence contains misformation in using irregular verb which marked by the using the wrong form "go" to replace "went".

d. Misordering

Misordering is the error of putting the words in utterance in the wrong order. For example: "She will come morning tomorrow." This sentence has the wrong order of adverb of time "morning tomorrow". It must be changed becomes: "She will come tomorrow morning."

6. **Significance of Errors Analysis**

Studying of learners' errors is a part the systematic study of the learners' language which is itself necessary to understanding of the process of the second language acquisition. So that error analysis has significant role to play in language learning process. As Corder noted to whom (or in which areas) the study of error would be significant. Errors are significant in three ways:

a. To the teacher: errors are significant to show a student's progress in learning.

b. To the researcher: errors have significance how a language is acquired, what strategies the learner uses.

c. To the leaner: the learner can learn from these errors. When a learner has made an error, the most efficient way to teach him the correct from is not by simply

giving it to him, but letting him discover it and test different hypotheses.[32]

7. Error Identification and Analysis

In order to know the learners' error should be identified and analyzed Carolina Mielin Ho in her paper *empowering English teacher to grapple with errors in grammar* introduced an approach for errors identification and analysis which called A-3 step approach. It consists of three steps and designed to be enabling identification and analysis of learners' errors. Those steps are in the following:

- Identification of error: writing out sentence containing the error and then underlining/highlighting word, phrase clause which shows the error.
- Definition and classification of error state type of error then classifiers error type.
- Explanation of rule and exemplification: state the grammar rule which have been voted, give correct from to show contrast with inappropriate/deviated from, and give examples showing the rule in action.

When we confronted with something new, it is a natural instinct to look for similarities with things that are familiar, to try to draw some comparison with

---

32 Saidan*, The Syntactical Error Produced By Student In Translating Sentence From Indonesia To English (A Case Study At The Fifth Semester Students Of English Department Of STAIN Palopo,* skipsisarjanapendidikan, (palopo: perpustakaan stain palopo, 2007), p.29.

what we know already. Consciously or unconsciously, we bring what we know to what we do not know, making it possible to learn anything entirely from scratch. It is same as when we set about learning a foreign learning. It is not possible to learn a foreign language without relying to some extent on mother tongue and impulse to look for similarities. It is suggested that the language produced by foreign learners is so unavoidably influenced by the mother tongue of the learner then it is called as language interference which plays in causing learners errors.[33]

8. Causes of Error

Norrish is classifies causes of error into types that is carelessness, first language interference, and translation. The three types of causes of error will be discussed briefly below:

a. Carelessness

Carelessness is often closely related to lack motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and style of presentation do not suit him.

b. First Language

Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere to the new ones. This cause of error is called first language interference.

_____

[33]Richards Jack., "*A non-contrastive Approach to Errors Analysis*", English Language teaching25.internet journal.

c. Translation

Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of error.[34]

C. *Conceptual of Speaking*
1. **Theories of Speaking**
Speaking skill is fundamentally an instrument act.[35] According the Oxford dictionary that speaking is expressing our ideas openly[36]. Speaking is an inseparable component of communication. In communicating something to the other we should have many vocabularies to explain our ideas. So that, we can understand what the other says and the people understand what we said. The best way to improve speaking skill is of course, to speak in English as often as possible. Therefore, in formal Environment between teachers and students are suggested for always interaction to make communication in English.[37]

Speaking is a means of communication. Communication is contact relation between human beings individually or groups. Speaking a language is especially

---

34John Norrish, *Language Learners And Their Errors*, London Basingstoke: The Machmillan Press Lmtd, 1983., p.21-26.

35 Herbert H. Clark and Eve V Clark, *Psychology and Language*, (United States of America: Harcourt Brace Joranovich, ich., 1997), p. 223.

36 Oxford University press, *Oxford Learner's Pocket Dictionary,* (Forth Edition:2008), p. 426.

37 Pardiono, "*Bahasa Inggris Communicative Teaching* '' (Yogyakarta).2003-2006.

difficult for foreign language learner because effective oral communication requires the ability to use the language appropriately in school interactions' According to Richards and Willy A. Renandya say that speaking is one of the elements of communication.[38] Communication is a process by which we translate for other people our view of the world and related it to the way they see the world. By communicating we pass information back and forth and help each other see the world from another point of view.[39] It means that human need to communicate their feeling, ideas, or though. Speaking is the most essential way in which the speaker can express himself through the language.

a. Psychological factor that is the use the students are usually ashamed, awkward, and afraid of speaking English to other people.

b. Cognitive factor that is the students are lack of mastery English grammar and vocabularies. They are also difficult to pronounce English word and their ideas in English.

c. They lack of practice that is the students are difficult to find out the situation in which they practice their English more frequently.

One of the versatile techniques is for the presentation and practice of phonological, lexical and grammatical items in speaking. It has the further

---

[38] Richards, C. Jack S and Willy. A Renandya. "*Methodology in Language Teaching*, United Kingdom: Cambridge University Press. 2002.

[39] J.Jerome Zolten and Gerald M Philips, *Speaking to An Audience*,(Cet. III;Indian:ITTbobbs-Merril Education,1985), P. 5

advantages that it can be used for controlling or guiding free work and a dialogue is by fulfils the communication criterion. It is possible to use dialogue the most elementary school level, even the first lesson.

In speaking class the students are expected to express idea, information, and feeling to others. Much talking is important to upgrade the students' speaking skill. They will not be able to speak fluently if they do not practice the language in good, correct, and accurate language.

Another definition stated by Harmer that speaking is also one of the language arts that is most frequently used by people all over the world". The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develop at different rates. Generally, there are at least three components of speaking skill concerned, they are: accuracy, fluency, and comprehension[40]. Speaking is oral communication in expressing ideas or information to others. To communicate is to express a certain attitude, and the type of speech act being expressed. For example, a statement expresses a belief, a request something, and an apology expresses regret.[41]

Another definition also stated by Thornbury, he says that speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of word a day, although some people- like auctioneers and politicians–

---

[40]Harmer. 2001. How to Teach English. England. Longman.

[41]Risma wardi, teaching the eleventh years students English speaking skill self talk strategy at SMA Negeri 4 palopo,(palopo:STAIN Polopo:2010),p.7.

may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability–until, that is, we have to learn how to do it all over again in foreign language.[42]

Based on some explanation above, the researcher can conclude that speaking is oral communication that person do because speaking is a tool for communication to the others. Speaking skill is very important for students to be learnt. And in speaking we also think about language feature by which people know the use of language such how to modify the sound and how to use appropriate expression.

2. **Component of Speaking and Aspect of Assessing Speaking skill**

There are three elements of speaking which are very crucial and important to be mastered by those who are learning English. These three components should be understood well by the teachers and the students in order to apply and practice in improving the students' speaking skill through retelling fable.

The components are used as the parameters in assessing the speaking skill. Those are accuracy, fluency, and comprehensibility.

a. Accuracy

Accuracy is the ability in use target language clearly, intelligible, pronunciation, particular, grammatical, and lexical accuracy. Brown says that

---

42 Scoot Thornbury. 2005. How To Teach Speaking. England. Longman.p.1.

accuracy is achieved in some extend by directing the students to focus on the elements of phonology, grammar, vocabulary and discourse in their spoken output[43]

Accuracy in speaking is the uses of correct forms of are described bellows:

1). Grammar

Grammar describes how we combine, organize and change words and parts of words to make the meaning'. We can use grammar to describe parts of speech, grammatical structure and how words are formed. Grammar is partly the study of what forms (or structure) are possible in language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus, grammar is a description of the rules that govern how a language sentences are formed. Mastering grammar will help one in speaking English, because it will know how to arrange word in sentence, what tense will be used, how to use appropriate utterance. In other word, grammar is important role to master speak of the language.

2). Vocabulary

Mastering vocabulary is first step to speak English if we do not master vocabulary we cannot utterance what is our purpose. If we do not have many vocabularies, it is impossible to express our opinion or idea in speaking English.

43H. Douglas Brown,teachingby principle: An Interactive Approach to language pedagogy(New York;longman Inc,2001),p.268.

So vocabulary is important thing to make accuracy in speaking. Vocabulary is one of language elements that need to be acquired by English learners. This opinion indicates that vocabulary has the same level as phonology and grammatical and supporting the English learners to master a language skill. To master vocabulary productive is usually related to speaking and writing. Because when someone speaks or writes, she produces vocabulary.

3). Pronunciation

Pronunciation is one of the most important aspects also one has to master when learning English. The pronunciation system of English word is unique. That is the reason why many people say that the pronunciation of English language is difficult. Listening music, watching English movie, reading English book, etc are ways to become our pronunciation well.

We are proud when we are able to speak English with good pronunciation. Elsjelyn finds the factors that influence the pronunciation of someone such as: sex variety, mother tongue, privates, and attitude for pronunciation, talent in English.[44] There are some parts that should be mastered in language pronunciation. They are sound and stress, pitch and intonation.

a). Sound

Sound is word are made up of individual sounds for example' beat' = /b + I + t /. By changing one sound, we can change the word and its meaning.

---

[44] Evelyn Rientje Elsjelyn, *English Mode Easy* (Jakarta: Kesaint Blanc, 2006),p55.

b). Stress

Stress is part of a word or phrase which has the greatest emphasis because the speaker increases the volume or changes the pitch of their voice. In English and other languages, one or more of the syllables in each content word id stressed.

c). Pitch and Intonation

Pitch describes the level which you speak and intonation is often described as the music of speech.[45]

b. Fluency

Fluency is the ability to producer what one wishes to say smoothly and without undue hesitation and searching. Speak without great an effort with a fairly wide range of expression.[46]In the past researches Tasyid and Nur found that in the student speaking skills they were fairly fluent in interaction with speak of 75-89 words per minute with no more than 3 false and repetition and not more be than 7 fillers words per 100 words.

c. Comprehensibility

Comprehension is the ability to understand quite well to the top nomination with considerable repetition and rephrasing. Comprehension is

---

45 Jeremy Harmer, *How to Teach English* (Spain: Longman, 1998),p.50.

46Rivers, wilge M, Teaching foreign skills.(London; the university of Chicago press,).

exercise to improve one understands.[47]

In testing speaking proficiency, we use some elicitation techniques. According to Madsen elicitation techniques is the ways to get students to say something in speaking test, for example through limited response; directed response, questions about picture, reading-aloud, paraphrase explanation, guided role play or relaying information, visual and paraphrase techniques through oral interview.[48]

In analyzing the data, the researcher was determining the scoring classification which includes of accuracy, fluency and comprehensibility. Those assessment criteria explained by J.B. Heaton as follow:

3. Error Analysis in Speaking

At the functional level, speaking is making oneself understood. At a more refined level, speaking requires the correct and idiomatic use of the target language.20 In other words, people who speak has the same meaningand goals to express what they want directly and other can give responsesin a short time, and also it needs the correct needs the correct utterances, expression and idiom. Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities, which of develop at the different abilities, which often develop at the different rates. Either four or five components are generally recognized in analysis of the speech process:

a. Pronunciation (including the segmental features-vowels and consonant-and the

---

47 Oxford University press, *Oxford Learner's Pocket Dictionary,* (Forth Edition:2008), p.86.

48 Harold Madsen, *Techniques In Testing* (Ed.II ; New York : Oxford University,1983), *p.162.*

stress and intonation patterns)

b. Grammar

c. Vocabulary

d. Fluency (the ease and speed of the flow of speech)

e. Comprehension[49]

Based on theories above, the researcher chooses the one of them is Grammatical

Error Analysis of speaking (Grammar).

4. Elements of speaking

According to Harmer that the ability to speak fluently presupposes is not only

knowledge of language features, but also the ability process information and

language on the spot.[50]

a. *Language Features*

   1) Connected Speech

     In connected speech, should are modified assimilation omitted, added or

weekend. It is for this reason that we should involve students in activities

designed specially to improve their connected speech.

   2) Expressive Devices

     The use of these devices contributes to the ability to convey meanings.

Allow the extra expression of emotion and intensity. Student should be able to

develop at least some of such supra segmental features and device in the some

way if they are to be fully effective communicators.

   3) Lexis and Grammar

     Spontaneous speech is marked by the use of all number of common lexical

phrases, especially in the performance of certain language function.

   4) Negotiating language

     Effective speaking benefits from the negotiator language we use seek

---

[49]harees Chauday, *Testing Spoken English*, (English Teaching Forum, 197), vol 36.p22.

[50]Jeremy Harmer, *The Practice of English Language Teaching* (Ed. III; England: Pearson Education Limited, 2001), p. 269.

clarification and to show the structure of what we are saying.

b. *Metal/Social Processing*

1) Language Processing

Effective speakers need to able to process language in their own head and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convoy the meanings that are intended. Language processing involves the retrieval of word and phrases from memory and their assembly into syntactically and propositionally approach sequence. One of the main reasons for including speaking activities in language lesson is to help students to develop habits if rapid language processing in English.

2) Interacting With Others

Most speaking involves interaction with one or more participant. This means that effective speaking also involves a good deal of listening, and understanding of how the other participant are feeling, and a knowledge of how linguistically to make turns allow other to do so.

3) (On the Spot) Information Processing

Quite apart from our response to others feelings we also need to be able to process information they tell us the mean we get it.

5. **Characteristic of a Successful Speaking Activities**

Hymes states successful communication involves more than just the mastery of the "rules of grammar" that is the linguistic forms of a language, but also the understanding and appropriate application of the "rules of use". Thus effective teaching of oral skills would naturally involve developing "communicative competence" or "pragmatic competence" in the learners.[51]

Penny Ur stated that there are four characteristics of speaking activities, as follow:

a. Learner to talk

As much as possible of the period or time allocated to the activity is in fact

---

[51]Foley J.A., *New Dimensions in The Teaching of Oral Communication,* (Singapore: SEAMEO, Regional Language Centre, 2005), p.55.

occupied by learner talk. This may seem obvious, but often most time is taken up

teacher talk or pauses.

 b. Participation is even
        A minority of talkative participants does not dominate classroom

discussion, all get change to speak, and contribution is evenly distributed.
 c. Motivation is high
        Learner are eager to speak, because they are interested in the topic and have

something new to sat about it or because they want to contribute to achieving a

task objective.
 d. Language is of an acceptable

    Learner expresses themselves is utterance that are relevant. Easily

comprehensible to each other and acceptable level of language accuracy and

fluently.[52]

6. Types of Classroom Speaking Performance
        According to Brown there are six types of classroom speaking

performance that students expected to carry out in the classroom:[53]
 a. Imitative
        A very limited portion of classroom speaking time may legitimately be

speech generating "human tape recorder speech where for example learner

practice an intonation contour or try to pinpoint a certain vowel sound.

 b. Intensive

_____

52Penny Ur, A., *Course in Language Teaching, Practice and Theory,* (Great Britain: Cambridge University Press, 1996), p.21.

53Brown H. Douglas, *Teaching by Principles An Interactive Approach to Language Pedagogy,* (New York: Prentice Hall, 2001), p.274.

Intensive of the speaking is one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language.

c. Responsive

A good deal of student speech in the classroom is responsive short replies a teacher or student, initiated questions or comments. Such speech can be meaningful and authentic.

d. Transactional (dialogue)

Transactional language carried out more for the purpose of conveying or exchanging specific information in the extended form of responsive language.

e. Interpersonal (dialogue)

Interpersonal language carried out more for the purpose of maintaining social relationship than for the transmission of the fact and information.

f. Extensive (monologue)

Students at intermediate to advanced level are called on to give extended monologues in the form of oral reports summaries or perhaps short speeches.

7. Problems speaking

Many people thinks that speaking skill is more difficult than learning others skill. Most of the learner get the problem when they perform speaking, because they have to be able to reach the goal of communication namely make an understanding interaction. Besides that, the speakers must have some vocabularies to communicate their ideas as way in communicating with the other one. Jack C. Richard and Willy A. Renandya say that; "speaking a language is especially difficult for foreign language learner because effective oral communication requires the ability to use the language appropriated in social interactions."[54]

---

54 Richards, C. Jack S and Willy. A Renandya. "*Methodology in Language Teaching*, United Kingdom: Cambridge University Press. 2002.

There are many problems in teaching speaking. It is about how ask students to speak up in the class. There are some factors that may affect that problem. Some of those factors are the lack of practice and the limitless of vocabulary. Below are some problems that appear in teaching speaking:

a. Inhabitation

Unlike reading, writing and listening activities, speaking requires some degree or real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech a tracts.

b. Nothing to Say

Even if they are not inhibited you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or Uneven Participation

Only one participant can talk at a time if he or she is to be heard and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learner to dominate, while others speak very little or not at all.

d. Mother-tongue Use

Some of the learners share the some mother tongue, they may tend to use it: because is it easier, they feel unnatural to speak to one another in a foreign language, and because they fell less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes-particularly the less disciplined or motivated ones-to keep to the target language.[55]

8. The Importance/ Usage of Learning Speaking

Generally, as a skill that enables us to produce utterances, when genuinely communicative, speaking is desire and purpose driven. In other words, we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/ or solving a particular problem or establishing and maintaining social relationship and friendship. To achieve this speaking purpose we need to activate a renege of appropriate expressions.[56]

Oral communication is very important in our life. It provides the base for growth in writing, reading and listening abilities. Speech is power, act and manner of speaking. Speaking is one of man's most valuable possessions. He uses it to make friends. It helps him to get things he needs. With speech he can persuade,

---

[55] Penny Ur, *A Course in Language Teaching* (Cet. I. United Kingdom: University Press, 1996), p. 121.

[56] Jo Mc Donough and Christopher Shaw, *Material and Methods in ELT: A Teacher Guide,* 2nd ed, (UK: Blackwell Publishing, 2003), p. 134.

inform and amuse. Speech is powerful weapon. Throughout history it has influenced the way people behave and change the course nations. A person speech tells a great deal about him or her. It shows personality and educations, his understanding of people and his respect of himself and others.

Jack C Richards explained that there are three functions of speaking/ talk. First function is talk as interaction and the second function is talk as transaction and the third function is talk as performance.[57] Talk as interaction can be defined as the conversation and interaction with other people in social live. The example is when the people meet with other people, they exchange greeting, engage in small talk, and so on. Talk as interaction refers to the situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than participant and how they interact socially with each other. While, talk as performance, it usefully distinguished has been called talk as performance. This refers to public talk, for example; presentation, audience, etc.

In a classroom; speech has two important functions, they are the social and the intellectual. As social functions, speech helps students adjust to ideas are formulated to facilitate student understanding and student sharing information and ideas with listeners by speaking informally and sharing through conversation. Speech also used to form relationships through language. While speech, as intellectual functions, shape students' perceptions of the world and represents

---

57 Jack C Richards, *Teaching Listening and Speaking*, (New York: Cambridge University Press, 2008), p.19-20.

these perceptions as knowledge. Speech encourages students to reproduce and transform knowledge as they sift through observation, evaluate information and compare views. Speech that transforms knowledge increases students critical thinking abilities and attentions.[58]

In order to be able to communicate orally, people need to access speaking, that is why mastering the skill of speaking is important in learning language. The ability to speak foreign language is without doubt the most highly prized language skill.

9. Speaking Difficulties

Study about foreign language is too difficult for beginners or learners as speaking skill. According to Brown, the following characteristic of spoken language can make oral performance easy as well as in some cases difficult.[59]

a. Clustering

Fluent speech is phrasal, not by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

b. Redundancy

58*Speaking Role at Class*, retrieved from http://www.sasklearning.gov.sk.ca/does/mla /speak.html. 2 June 2011.

59 Brown H. Douglas, *Teaching by Principles An Interactive Approach to Language Pedagogy,* (New York: Prentice Hall, 2001), p.274.

The speaker has an opportunity to make meaning clearly through redundancy of language. Learner can capitalize on this feature of spoken language.

c. Reduced form

Contractions, elisions, reduced vowels, etc. all form special problems teaching spoke English.

d. Performance variables

One of advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, background and correlation. Learners can actually be taught how to pause and hesitate.

e. Colloquial language

Make sure your students are reasonably well acquainted with the words idioms, and phrases of colloquial language and those they get practice in producing these forms.

f. Rate of delivery

Another silent characteristic of fluency is rate of dilatory.

g. Stress, rhythm and intonation

This is the most important characteristic of English pronunciation pattern convey important messages.

h. Interaction As noted in the previous section, learning to produce waves of language in a vacuum-without interlocutor-would rob speaking skill of its richest component the creativity of conversational negotiating.[60]

10. The Ways to Improve Speaking Skill
a. Learning Speaking by Speaking

Learning foreign language must be learning step by step. As the learners, they have to learn the language as they learn by their native language when they were child, as Wilga and Rivers say other teacher persuade themselves that it they speak the new language exclusively in the classroom the students will, at sometimes, begin to speak it fluently too. This they justify by the argument that students now have the opportunity to learn a second at third language as they learned their native language as a child.

The teacher will need to give their students many opportunities to practice their speaking. From this experiment with the language, students become aware and have potential for the creation of new meaning of language. They realize the language is an available tool, which can be used in many ways. From these reasons, speaking the language should be natural activity from the first lesson.

Besides that, of course we have question: why are some students' failure at language learning while others are successful? If we know the answer to the question, the job of teaching and learning a language would be easy. We cannot point to a number of factors which seen to have a strong effect on a student will be

---

[60] Ibid.,

motivated in learning that is all caused by method in teaching. As Harmer says that one of intrinsic motivations of the students are come from physically conditions, method, the teacher and success.

The speaking skill is the most important in English skill that must be learnt to be able to communicate with each other to communicate with the native speakers.

b. Dialogue

In dialogue, the students learn important features of conversation such as greeting, expression of impatience dismay, or surprise, conventional expression of agreement and polite agreement, common form of question and noncommittal answer, expletives and exclamations which give the speaker time to search for the correct form to express the meaning, appropriate level of language for specific situation and relationship.

The dialogue is next presented in the foreign language several times with the aim visual aids, so that the situation becomes quite clear to the students. Now come to the task of memorization of the dialog sentences. Students memorize literalness by mimicking the teacher, until a point of accurate reproduction aimed.[61]

11. How to Learn to Speak English

According to Lynn Lundquist, there are four simple rules you must follow when you are learning to speak English:

---

[61] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy.* (Ed II; San Francisco: Addison Wesley Longman Inc., 2001), p. 270.

a. *To learn to speak English correctly, you must speak it aloud.*

It is important that you speak loudly and clearly when you are studying spoken English. You are retraining your mind to respond to a new pattern of proprioceptive and auditory stimuli. This can only be done when you are speaking aloud at full volume. One of the reasons that your English study in school required so much time while producing such poor results is that none of the *silent* study did anything to train your tongue to speak English.

b. *To learn to speak English fluently, you must think in English.*

The proprioceptive sense is not all that you are retraining when you learn spoken English. There is cognitive learning (memory) which must also take place. Grammar-based English instruction has emphasized cognitive learning to the exclusion of retraining the proprioceptive sense. Nonetheless, cognitive learning is an important part of learning to speak English fluently.

c. *The more you speak English aloud, the more quickly you will learn to speak it fluently.*

Proprioceptive retraining is not instantaneous. It will require a great deal of repetition to build the new language patterns in your mind. As these new patterns develop, there will be progression from a laborious, conscious effort, to speech which is reproduced rapidly and unconsciously.

d. *You must never make a mistake when you are practicing spoken English.*

Strongly reinforcing the learning process each time you speak. However, when you construct a sentence incorrectly, you have not only wasted the learning time used to construct that sentence, but you must now invest even more time in order to retrain your mind, mouth, and hearing in order to construct the sentence correctly.[62]

12. Planning Speaking Activities

In planning speaking activities, teachers need to decide whether students need high structure (for example drills and controlled practice) for practice in learning or getting it or low structure (for example role plays, simulations) for using it. Questions to consider in relation to speaking include the following:

a. Is it necessary to review the language to be used in a task?

b. Will the learners work in pairs or small groups?

c. How will learners be monitored as they complete task?

When developing activities, lessons or tasks around speaking, teachers should also be aware of the three areas of knowledge that speaking encompasses. Each area should receive attention, though not necessarily all at once. It is advisable to inform the students of these areas, so they are aware of the purpose of the activities.

---

62 Lynn Lundquist, *learning Spoken English,* (FreeEnglishNow:PublisherInformation),p.12.

1)   Mechanics: This area involves the different pieces that make up speaking including pronunciation, vocabulary, grammar and word order.

2)   Functions: This area describes the uses of speaking whether for transaction or interaction, and when precise understanding is or is not required.

3)   Social/cultural rules and norms: This area involves the more sublet cultural value inherent in the language's culture, such as turn taking, social norms, roles of participants, etiquette and social register etc.[63]

When creating activities that focus on student speaking, teachers can create activities relative to different types output and their purposes:

a). Structured output focuses on using a correct form, usually something specific that has been worked on in class. The purpose it to develop comfort with certain forms/structures

b). Communicative output focuses less on form and more on the completion of a task that includes using specific language. The purpose is for the students to get their meaning across; accuracy not as big of a consideration.

13. The Principles For Teaching and Learning Speaking
Before teaching speaking in the classroom, it is very important to know the principles for teaching speaking. Because it will help us as guiding to know what the teaching speaking looks like. It also can make the instructor easier in

---

[63]http://www.nclrc.org/essentials/speaking/spindex.htm accessed on November 24th at 15.25 am.

managing the students and the learning process in speaking class, and also to make easier to get the goal of teaching speaking itself.[64]

Speaking is an especially difficult for foreign language learner because effective oral communication requires the ability to use language appropriately in social interaction. There are principles for teaching speaking:

a. Be aware of differences between second language and foreign language learning contexts

A foreign language context is one where the target language is not the language of communication in the society. Learning speaking skills is very challenging for students in foreign language contexts, because they have very few opportunities to use the target language outside the classroom. A second language context is one where the target language is the language of communication in the society.[65]

b. Give students practice with both fluency and accuracy

Fluency is the extent to which speakers use the language quickly and

---

[64]Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice* (New York: Cambridge University Press, 2008), p. 19.

[65] Balley Khatleen M, "*Practical English Language Teaching,*"DavidNunan(*ED*), *Speaking*(International Editor, USA), p. 54.

confidently, with few hesitations or unnatural pauses, word searches, etc. In language lessons, especially at the beginning and intermediate levels, learners must be given opportunities to develop both their fluency and their accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.[66]

c. Provide opportunities for students to talk and limiting teacher talk

One of the ways to make students' speaking improve is practice. Hence, the teacher has to give emphasizing to the students in practice their speaking especially in the class. So, the teacher has to provide opportunities for students to talk not only the active students but also all of the students have to speak.

d. Plan speaking tasks that involve negotiation for meaning

Negotiating for meaning involves checking to see if the students understood what someone has said, clarifying their understanding, and confirming that someone has understood the meaning. By asking for clarification, repetition, or explanations during conversations, students get the people they are speaking with to address them with language at a level they can learn from and understand.[67]

e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking

Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional

---

66 Ibid. P. 55.

67 Ibid.

speech involves communicating to get something done, including the exchange of goods and/or services. Speaking activities inside the classroom need to embody both interactional and transactional purposes, since language learners will have to speak the target language in both transactional and interactional settings. [68]

According to Brown that there are six the principles for learning speaking, as follows:

1). Use techniques that cover spectrum of learner needs, from language based focus on accuracy to message-based to interaction, meaning and fluency.

In our current zeal for interactive language teaching, the teacher can say easily slip into a pattern of providing zesty content-based, interactive activities that do not capitalize on grammatical pointers or pronunciation tips.

2). Provide intrinsically motivating techniques.

At all times appeal to students' ultimate goal and interest, to their need for knowledge, for status, for achieving competence and autonomy, for "being all that they can be". Even in those technique that do not send the students into ecstasy, help them to see how the activity benefit them. Often the students do not know why the teacher asks them to do certain things; it usually pays to tell them.

3). Encourage the use of authentic language in meaningful context.

It is no easy to keep coming up with meaningful insertion. The teacher succumbs to the temptation to do, say, disconnect little grammar exercises where they go around the room calling the students one by one to pick the right answer.

4). Provide appropriate feedback and correction.

It is important that the teacher take advantage of their knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

5). Give students opportunities to initiate oral communication.

---

68 Ibid. P. 56.

The teacher ask question, give direction, and provide information, and students have conditioned only to "speak when spoken to." Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask question, to control conversations, and to change the subject.

6). Encourage the development of speaking strategies.

The concept of strategic competence is one that few beginning language students are aware of.[69]

14. Techniques in Teaching Speaking

All of the four skills (listening, speaking, reading and writing) speaking seem inchoately the most important. States some problems that may prohibit the students of develop their speaking skill, which is inhibition, lack of ideas shy, low participation, and student's preference to use their mother language.[70] Based on statement above speaking is important skill that should be mastered by students to communicate in English fluently.

The teachers' techniques have to make all of the students have the same opportunities to speak in the classroom. So the students can practice their speaking in the class. It is important for the language teacher to be aware of how much they are talking in class so they do not take up all the time that the students can be talking.

In designing speaking techniques, teachers have to pay attention to some principles to achieve a better performance in the classroom. According to Brown,

---

[69]H Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* ,(Ed II; San Francisco: Addison Wesley Longman Inc., 2001), p. 275.

[70]*Ibid.*

there are seven principles for designing speaking techniques:

a. Techniques should cover the spectrum of student needs, from language based focus on accuracy to message-based focus on interaction, meaning and fluency.

b. Techniques should be intrinsically motivating.

c. Techniques should encourage the use of authentic language in meaningful contexts.

d. Provide appropriate feedback and correction.

e. Capitalize on the natural link between speaking and listening.

f. Give students opportunities to initiate oral communication

g. Encourage the development of speaking strategies[71].

15. The Roles of Teacher in Speaking Class

Three have particular relevance if teacher are trying to get students to speak fluently:

a. Prompter: students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency teacher expect of them. However, teacher may be able to help them and the activity to progress by offering discrete suggestions. If this can be done supportively without disrupting the

---

71 H. Douglas Brown, Teaching By Principles.2nd Ed, (Now York: Pearson Education Longman.Group, 2000),p.275-276.

discussion, or forcing students out of role it will stop the sense of frustration that some students feel when they come to a "deed end" of language or ideas.

b. Participant: Teacher should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and enthusiasm. At other times, however, teachers may want to participate in discussions or role-plays themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere.

c. Feedback provider: The vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible difference approaches. When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstandings and hesitations. Everything depends upon our tact and the appropriate of the feedback teacher gives in particulars situation.[72]

16. The Purpose of Speaking

As a skill which enables us to produce utterances, when genuinely communicate, speaking is desire and purpose-driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve

---

[72] Jeremy Harmer, The Practice of Language Teaching:3rd ed completely revised and updated (New York) 1989, p. 348.

expressing ideas and opinions; expressing a wish or a desire to do something, negotiating and/ or solving a particular problem; or establishing and maintaining social relationship and friendships.[73] To achieve these speaking purposes, we need to activate a range of appropriate expressions used in daily communication. When two people are engaged in talking to each other we can be fairly sure that they have purpose of speaking. Their purposes are:

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 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 he/she cannot speak and speakers have an infinite capacity to create new sentences (especially if they are native speakers). In order to achieve this

---

[73]Jo McDonough and Christopher Shaw, *Materials and Methods in ELT.* (London:Blackwell UK,1993),p.152.

communicative purpose they will select (from the 'store' of language they possess) the language they thing is appropriate for this purpose.

D. Grammar in Use

As we know that when the sentence is utteranced, there must be an structure that compose in. When the students perform speaking, they also use the carefull structure to be utteranced to the other correctly. However, the use of gramar is influenced by the topic test of Unforgettable Experience. Bellow the structure that is ussually used by students especially the students who are still in progres in gaining of knowledge:

a. Simple past tense

Simple past tense is tense that used in past. It means that this tense used when this happened in past event. In this case, to make the sentence correctly is better used right structure that stated by Azhar.[74]

Table of verbal sentence

Verbal Sentence	Example
(+) S + V2+ O/adverb.	I went to school yesterday
	She visited her grandmother last

---

[74]Azhar,Arsyad. 2012. Dasar-Dasar Penguasaan Bahasa Inggris. Yogyakarta: Pustaka Pelajar, p. 5

	night

Table of negative verbal sentence

Negative Verbal Sentence	Example
(-) S + DID+ NOT + V$_1$ + O/adverb.	I did not go to school yesterday.
	She did not visit her grandmother last night.

Table of introgative verbal sentence

Introgative Verbal Sentence	Example
(?) DID + S + V$_1$ + O/adverb?	Did I go to school yesterday?
	Did She visit her grandmother last night?

Table of nominal sentence

Nominal Sentence	Example
S + was/were + complement.	You were clever.
	I was clever.

	She was clever
You They We Doni and Tiwi **were**	He She **was** It Doni I

Table of negative nominal sentence

Negative Nominal Sentence	Example
S + was/were + NOT + complement.	You were not clever.
	I was not clever.
	She was not clever
You	He She **was**

They We Doni and Tiwi	**were** It Doni I

Table of introgative nominal sentence

Introgative Nominal Sentence	Example
was/were + S + Complement + ?	were You not clever?
	was I not clever?
	was She not clever?
You They **wer** We Doni and Tiwi	He She **wa** It Doni I

E. The Concept of Framework

```
        ┌──────────────────────────────┐
        │  Students' skill in speaking │
        └──────────────────────────────┘
                      │
                      ▼
        ┌────────────────┐      ┌──────────────────────────┐
        │  Speaking Test │ ───▶ │  Unforgettable Experience│
        └────────────────┘      └──────────────────────────┘
                │                            │
                ▼                            ▼
  ┌────────────────────────────┐   ┌──────────────────────────────┐
  │ Identifying the students'  │   │ Take the students' audio and │
  │ Errors in speaking         │   │ picture                      │
  │                            │   │ by using hand phone.         │
  └────────────────────────────┘   └──────────────────────────────┘
                │
                ▼
  ┌────────────────────────────┐
  │ Analyzing the Students'    │
  │ errors in Grammatical of   │
  │ Speaking.                  │
  └────────────────────────────┘
```
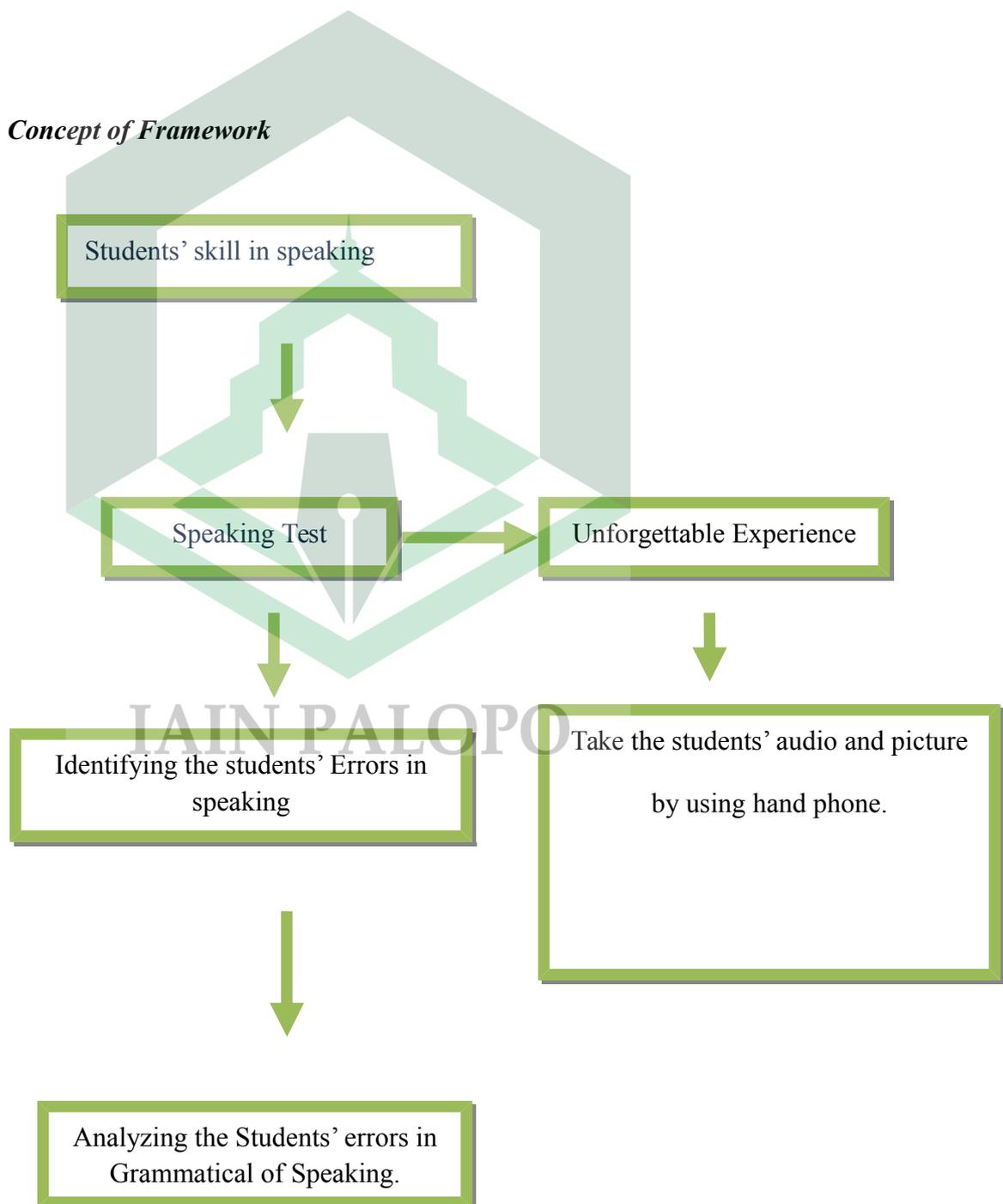
Find out the grammatical error on students' speaking skill

CHAPTER III

RESEARCH METHOD

A. *Method of The Research*

In this research, the writer applied descriptive quantitative method. It was used to describe Error on Students' speaking ability at the sixth Semester of English Department IAIN Palopo.

B. *Population and Sample*
1. Population
The population of this research was all of the sixth semester of students of English Department in IAIN Palopo at academic year 2016/2017. They consist of 135 students.
2. Sample

In this research, the writer used random sampling technique[1].It meant that all students of fifth semester IAIN Palopo got same chance.Suharsimi said that "if the total of the subject is more than 100, it can be taken between 10%-15%, 20%-25% or more", and the researcher took 20 students as the sample.

C. *Instruments of the Research*

---

[1]Suharsimiarikunto, *Procedure Penelitian,* (Cet XII, Jakarta: PT RInekaCipta, 2002), p.134.

The instruments of the data collection in this research are:

1. The speaking test: it is intended to find out the errors the students commit in it.

2. Hand phone: it is intended to take students' audio and pictures.

D. Procedure of Collecting Data

The procedures of the research involve the following steps:
1. The researcher gave speaking test to the students and explains how to do the test well.
2. The test was about their unforgettable experience.
3. Students spoke about their unforgettable experience one by one.
4. When the students spoke, the writer took the students' audio and pictures by using hand phone.
5. Then, the writer analyzed and percentage the result of students' tests.

E. Technique of Data Analysis

The data of this research is analyzed as follows:
1. The collecting data evaluation from test and recorder/video.
2. Analyzing the data by using percentage, it is counting the rata percentage of the students' error by using the following formula[2]:

$$P = \frac{F}{N} \times 100\%$$

Where:

2Amirul Hadi dan Haryono, *Statistik Pendidikan,* (Jakarta: Rineka Cipta, 1999), p. 196.

P = Percentage of Error

F = Frequency of Class Error

N = Total Number of Error

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deal with finding and discussion about the result of the research which has been explained based on the research question.

A. Findings

In the previous description, it has been explained that the data analysis in this research, used descriptive analysis. The collected data are analyzed by identifying the errors produced by the students firstly then counting the frequency and classifying errors, the last counting the percentage of those errors. The identification of the errors produced by the students through grammatical of speaking skill (unforgettable experience) is performed in the following table:

Table 4.1:

Respondent	Error	Correct	Types of error
R1	My project final	final my project	Misordering
	To went to Toraja	To go to Toraja	Misformation
	The subject is speaking	The subject was speaking	Misformation
	That is the first time for me	That was the first time for me	Misformation
R2	Enjoy	Enjoyed	Misformation
	To visiting	To visit	Misformation

	This is the first time to me	It was the first time for me	Misformation
	I take a picture	I took a picture	Misformation
R3	Enjoy	Enjoyed	Misformation
	this is the first time to me	It was the first time for me	Misformation
	I take a picture	I took a picture	Misformation
	In there I take a picture with my family around Malino.	In there I took a picture with my family and around Malino.	Misformation Omission (this sentence leaves out conjunction "and" that must added before the word around.
R4	My father and I go to Lombok	My father and I went to Lombok	Misformation
	We go to Lombok by ship.	We went to Lombok by ship	Misformation
	We must took bus	We must take a bus (modal + v1) We took a buss (this sentence leaves out an article "a" that must be added before the word)	Misformation Omission
	It is so long trip	It was so long trip	Misformation
	I arrive in Lombok	I arrived in Lombok	Misformation
	This is the first time for me	It was the first time to me	Misformation
R5	arrive over there at 09.30	arrived over there at 09.30	Misformation
	After eating I swam in on	After eating, I swam on the	Addition

	the see	sea.	(conjunction -in)
	I don't know how to cath shell.	I did not know how to catch shell	Misformation
	I think it is nice unforgettable experience	I thought it was nice unforgettable experience	Misformation
R6	This is the first time for me	It was the first time for me	Misformation
	I use	I used	Misformation
	I follow the basic for three days	I followed the basic for three days	Misformation
R7	I have	I had	Misformation
	I know	I knew	Misformation
	Go to university with me	Went to university with me	Misformation
R8	I and my friend	I and my friends	Omission
	Many unique house	Many unique houses	Omission
	Buy ticket	Buy tickets	Omission
	We arrive	We arrived	Misformation
R9	Go to Library of campus.	Went to Library of Campus	Misformation
	There are many book	There were many books	Omission (s) Misformation
	I forget	I forgot	Misformation
	The bell of library was ringing	The bell of library rung	Misformation
R10	I go to Bira Beach	I went to Bira Beach	Misformation
	Arrive in the Bira beach	Arrived in the Bira Beach	Misformation
	I and family is really happy	I and family were really happy	Misformation
	We enjoy our holiday there	We enjoyed our holiday there	Misformation
	We play around in the beach	We played around in the	Misformation

	for see a sunset.	beach for see a sunset	
	I look a sunset there	I looked a sunset there	Misformation
	It's the first moment	It was the first moment	Misformation
	It's my experience unforgettable in my life	It was my unforgettable experience in my life	Misformation Misordering
R11	I think road go to Toraja is bad	I think road went to Toraja was bad	Misformation
	When we arrive in Toraja	When we arrived in Toraja	Misformation
	I feel really happy	I felt really happy I was really happy	Misformation
	We take a picture there	We took a picture there	Misformation
R12	When I walk home after school	When I walked home after school	Misformation
	Go home together.	Went to home together	Misformation
R13	A lot of activity	A lot of activities	Omission
	For joining lecture	For joining lecturer	Omission
R14	This is the first time to me	It was the first time to me	Misformation
	Join English camp	Joined English camp	Misformation
	In there me and my friends walk	In there me and my friends walked	Misformation
	I really enjoy	I enjoyed	Misforrmation
R15	When I was senior high school	When I was in senior high school	Omission
	I go to Bira	I went to Bira	Misformation
	Me and my friends burn fish	me and my friends burnt fish	Misformation
	I visit Londa cave in Toraja	I visited Londa cave in Toraja	Misformation
	My vocation is very nice	My vocation was very nice	Misformation
R16	This is the first time I go to	It was the first time I went	Misformation

	Bira	to Bira	
	I rise banana boats	I rose banana boats	Misformation
	I am very happy	I was very happy	Misformation
R17	I had a friends	I had a friend	Addition
R18	there are a lot of nice view	there were a lot of nice view	Misformation
	can not took a picture	Cannot take a picture	Addition (space) Misformation
	take a picture on the garden.	Took a picture on the garden	Misformation
	We are really happy there	We were really happy	Misformation
R19	They are so cute, funny, and early kept attention with me.	They were so cute, funny, and early kept attention with me.	Misformation
R20	Can not	Cannot	Addition
	I join to singing contest	I joined to singing contest	Misformation
	I feel so nervous	I felt so nervous	Misformation Addition
	Itis the first time for me to sing a song in front of many people	It was the first time for me to sing a song in front of many people	Misformation
	There is adjudzators, there is my friends	There were adjudicators, there were my friends	Misformation
	There is problem with the microphone	There was problem with the microphone	Misformation
	The microphone is off.	The microphone was off	Misformation
	I try to sing loudly	I tried to sing loudly	Misformation
	It is the unforgettable experience for me	It was the unforgettable experience for me	Misformation

Table 4.2
The number of students 'error

Respondent	Omission	Addition	Misformation	Misordering
R1	-	-	3	1
R2	-	-	4	-
R3	1	-	4	-
R4	1	-	6	-
R5	-	1	3	-
R6	-	-	3	-
R7	-	-	3	-
R8	3	-	1	-
R9	1	-	4	-
R10	-	-	8	1
R11	-	-	4	-
R12	-	-	2	-
R13	2	-	-	-
R14	-	-	4	-
R15	1	-	4	-
R16	-	-	3	-
R17	-	1	-	-
R18	-	1	4	-
R19	-	-	1	-
R20	-	2	8	-
Total	9	5	69	2
Total	85			

Based on the table above was found that students totally commit 85 errors in grammatical of speaking skill, consist of 9 from omission, 5 from addition, 69 from misformation, and 2 from misordering.

After counting it into percentage, it was found that the students committed 10.58% error of omission category, 5, 88 %

error of addition category, 81.17% error of misformation, 2, 35 % error of misordering. It means that in grammatical error of speaking skillthe students mostly omit error in misformation category.

a. The first frequent is omission. It appears 9 times from 85 of the total errors with calculation as follows:

$$\frac{9}{85} \; 100\% = 10.58\%$$

b. The second frequent is addition errors. It appears 5 times from 85 of the total errors with the calculation as follows:

$$\frac{5}{85} \, 100 \; \% = 5, 88 \;\%$$

c. The third one is the error of misformation. It appears 69 times from 85 of the total errors with the calculation as follows:

$$\frac{69}{85} \, 100 \; \% = 81.17\%$$

d. The last one is the error of misordering. It appears 2 times from 85 of the total errors with the calculation as follows:

$$\frac{2}{85} \, 100 \; \% = \; 2.35\%$$

The percentage above has verified the errors type: misformation errors as the most frequent error in grammatical of speaking skill. To make the errors clearer, the writer presents them in the tables that can be seen above.

From 20 of student, the writer found some students made some errors in speaking performance. And the collecting data of error is one eighty three (85) in grammatical of speaking skillwhich can be seen table above.

B. Discussion

In this part, the writer discussed the result of the data analysis. Therefore the discussion was attended to describe error analysis of sixth semester students in speaking skill at English department of IAIN Palopo. The writer provided some of sentences that students committed below completed with the error types of each sentence.

a. Omission

1. We must took bus.

   Explanation: This sentence leaves out an article "a" that must be added before the word "bus" .Thus, "we took a bus". Or "we must take a bus".

2. I and my friend.

Explanation: This sentence leaves out letter "s" that must be added after the word "friend" .Thus, "I and my friends". Because friends is plural in the sentence.

3. Many unique house.

Explanation: This sentence leaves out letter "s" that must be added after the word "House" .Thus, "many unique houses". Because house is plural in the sentence.

4. When I was senior high school.

Explanation: this sentence omit preposition "in" before word senior high school. Thus, when I was in senior high school.

b. Addition

1. Can not.

Explanation: this word add space between can and not, the word shouldn't be add space. Thus "cannot".

2. I had a friends.

Explanation: for instance: I had a friends. There is suffix "-s" added after the word "friend". Hence, this indicates addition error.

c. Misformation

    <u>1. The subject is speaking.</u>

    Explanation: this sentence has error of misformation category. it is not should be "present tense" because it is should be "past tense". Thus, "the subject was speaking". Because unforgettable experience is the past event.

    <u>2. I take a picture.</u>

    Explanation: this sentence contains misformation in using irregular verb which marked by the using the wrong forms "take" to replace "took". Because unforgettable experience is the past event.

    <u>3. We enjoy our holiday there.</u>

    Explanation: this sentence contains misformation in using irregular verb which marked by the using the wrong forms "enjoy" to replace "enjoyed". Because unforgettable experience is the past event.

d. Misordering

    <u>1. My project final.</u>

Explanation: this sentence has the wrong order "project final". It must change becomes: "final project".

2. it's my experience unforgettable in my life.

Explanation: this sentence has the wrong order "experience unforgettable". It must changed becomes: "unforgettable experience".

It means that the students lack of understanding of structure and grammar especially in speaking skill (past tense). Grammar is important in speaking skill, because in grammar clarifies that the way how to make the good sentence, and by the good sentence the students will be able to translate English well. According Jack C. Richards Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentence in the language, and in generative transformation theory, grammar means a set of rules and lexicon which describes the knowledge (competence) which a speaker has of his or her language.[1]

The result of the study mentioned above has collected some important information from students' speaking skill. This study reveals errors that often

---

1 Jack C. Richards, *Error Analysis Perspective on Second Language Acquisition*, Longman Group Limited, 1974, p.216

produced by the students in grammatical of speaking skill. Also, the grammatical errors that occurred in this study belong to four types of error: omission, addition, misformation and misordering.

According to the findings, it can be seen that there are 20 students from 135 students as the objects of the research had made the four types of errors, with the total number grammatical errors of speaking are 85. Meanwhile, the misformation error that indeed becomes the most frequent error had been produced by 20 students. Many students make error categories in misformation because they do not know the rule. This is probably the most common cause of error.[2]

While actually, many errors in the grammatical of speaking skill were due to several factors. In fact, those are not only internal factor as well as the students' lack understanding of vocabularies but also external factor such as inappropriate grammar teaching method. However, the dominant factor is the students' lack understanding of English grammar of speaking. It means that it becomes the factor which influences many students in committing the grammatical errors of speaking. Thereby, it is expected for the lecturers to give attention more about the dominant factors that influence students in making errors. So, it is possible for the lecturers in order to be able to find the appropriate solution to overcome the problem.

---

[2]John Norrish, *Language Learners and Their Errors,* London and Basingstoke: The Masmillan Press Lmtd, 1983, p.21-26

IAIN PALOPO

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After discussing the content of each chapter, the writer can conclude that the sixth semester students of IAIN Palopo still make a lot of errors on grammatical of speaking skill(unforgettable experience). From the data analysis, there are four types of errors: a) omission, b) addition, c) misformation and d) misordering.

And then the writer concludes that misformation is the most dominant error. In this case the students usually misformation the sequence of word in grammatical of speaking skill, because the students are due to the rule of grammatical of speaking (especially, speak about their unforgettable experience). Beside the students are not master yet grammar (past tense) when they want to talk/speak something. So their result of speaking does not agree with source language.

B. Suggestion

From the conclusion above, the writer wants to give some suggestions:

1.   To the teacher

The teacher ought to teach how to make and pronounce the good sentences. Because the students still confuse about the rules of grammatical of speaking skill, especially when they want to talk/speak about their unforgettable experience and the

students still need guide to teach them about it. Because speaking really important in that part of communication to the others and Jack C Richards explained that there are three functions of speaking/ talk. First function is talk as interaction and the second function is talk as transaction and the third function is talk as performance.[1]. And the teacher should give some exercises in grammatical of speaking skill, because the researcher still found some errors.

2. To the students

They have to improve their grammatical of speaking skill. And much more study about grammatical of speaking skill, and always practice to speak with the good sentences (structure and grammar). Because we know that English needs practicing for improvement our speaking.

---
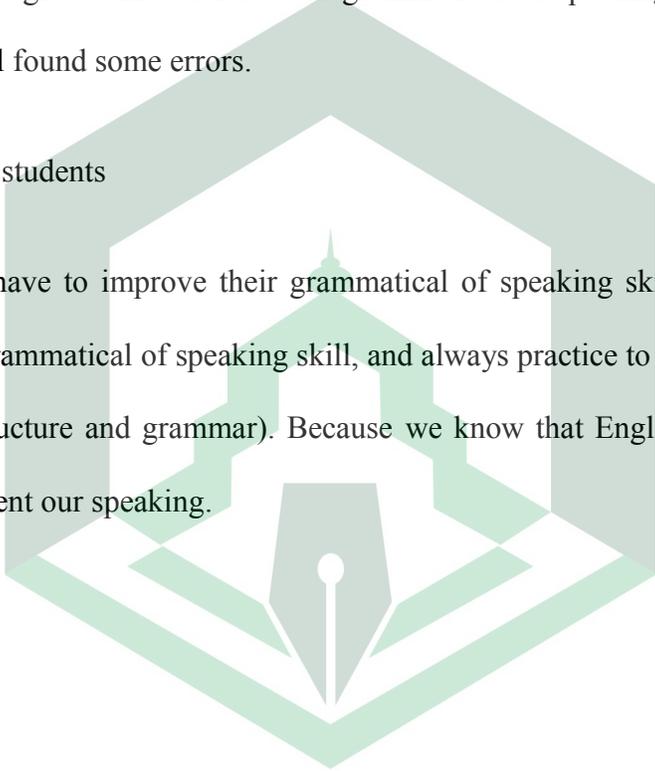
[1] Jack C Richards, *Teaching Listening and Speaking*, (New York: Cambridge University Press, 2008), p.19-20.

BIBLIOGRAPHY

Amirul Hadi dan Haryono, *Statistik Pendidikan,* (Jakarta: Rineka Cipta, 1999).

Arsyad, Azhar. 2012. *Dasar-Dasar Penguasaan Bahasa Inggris.* Yogyakarta :Pustaka
  Pelajar

Brown Douglas, *Principle of Language Learning and Teaching,* (New Jersey:
  Prentice Hall, Inc., Englewood Cliffs, 07632, 1980).

Brown H. Douglas , *Teaching by Principles: An Interactive Approach to Language
  Pedagogy.* (Ed II; San Francisco: Addison Wesley Longman Inc., 2001).

Brown H. Douglas,*teacing by principle*: An Interactivev Approach to language
  pedagogy(New York;longman Inc,2001).

Clark Herbert H. and Clark Eve V, *Psychology and Language*, (United States of
  America: Harcourt Brace Joranovich, ich., 1997).

Daryanto, *evaluasi pendidikan*, (jakarta: rineka cipta, 2007).

Douglas Brown H, *Teaching by Principles An Interactive Approach to Language
  Pedagogy,* (New York: Prentice Hall, 2001).

Evelyn Rientje Elsjelyn, *English Mode Easy* (Jakarta: Kesaint Blanc, 2006).

Foley J.A., *New Dimensions in The Teaching of Oral Communication,* (Singapore: SEAMEO, Regional Language Centre, 2005).

Hakim Lukman, *Error Analysis on Students' Translation at the Fifth Semester Students of English Department IAIN Palopo*, Skripsi Sarjana Pendidikan, (Polopo : Perpustakaan IAIN Palopo, 2015).

Harmer Jeremy , *How to Teach English* (Spain: Longman, 1998).

Harmer Jeremy, *The Practice of English Language Teaching* (Ed. III; England: Pearson Education Limited, 2001).

Harmer. 2001. *How to Teach English*. England. Longman

Hornby, Oxford Advanced Learner's Dictionary, (Ed.; 6th, Great Clarendon Street, Oxford OX2 6DP, Oxford University Press. 2003).

Hornby, Oxford Advanced Learner's Dictionary.

http://www.nclrc.org/essentials/speaking/spindex.htm accessed on November 24th at 15.25 am.

http://www.wordreference.com/definition/substitution.

J.Jerome Zolten and Gerald M Philips, *Speaking to An Audience*,(Cet. III;Indian:ITTbobbs-Merril Education,1985).

Jo McDonough and Christopher Shaw, *Materials and Methods in ELT.* (London:Blackwell UK,1993).

Littlewood William, Foreign and Second Language Learning, (Ed. Vi; Cambridge: Cambridge University Press, 1989).

Lundquist Lynn, *learning Spoken English,*(FreeEnglishNow:PublisherInformation).

Madsen Harold, *Techniques In Testing* (Ed.II ; New York : Oxford University,1983).

Norrish John , *Language Learners and Their Errors*, (London and Basingstoke: The Macmillan Press Lmtd., 1983).

Norrish John, *Language Learners and Their Errors*, (London and Basingstoke: The Macmillan Press Lmtd., 1983).

Norrish John*, Language Learners And Their Errors*, London Basingstoke: The Machmillan Press Lmtd, 1983.,

Oxford University press, *Oxford Learner's Pocket Dictionary,* (Forth Edition:2008)

Pardiono, "*Bahasa Inggris Communicative Teaching* '' (Yogyakarta).2003-2006

Penny Ur, A., *Course in Language Teaching, Practice and Theory,* (Great Britain: Cambridge University Press, 1996).

Qowimul Adib, *Grammatical Error Analysis of Speaking of English Departement Students* at ELT Department Of IAIN Walisongo. http://digilib.walisongo.ac.id/files/disk1/140/jtptiain--qowimuladi-6955-1-qowimul-5.pdf, acssed on 30 Mey 2016.

Richards Jack C, Error Analysis Perspectives on Second Language Acquisition (London: Longman Group Limited, 1974).

Richards , Jack C *Teaching Listening and Speaking*, (New York: Cambridge University Press, 2008).

Richards Jack , at. all, Longman Dictionary of Applied Linguistics.

Richards Jack C, Error Analysis Perspectives on Second Language Acquisition,

Richards Jack., "*A non-contrastive Approach to Errors Analysis",* English Language teaching25.internet journal.

Richards, C. Jack S and Willy .A Renandya. "*Methodology in Language Teaching*, United Kingdom: Cambridge University Press. 2002

Richards, C. Jack S and Willy. A Renandya. "*Methodology in Language Teaching*, United Kingdom: Cambridge University Press. 2002

Risma wardi, *teaching the eleventh years students English speaking skill self talk strategi* at SMA Negeri 4 palopo,(palopo:STAIN Polopo:2010).

Rivers, wilge M, Teaching foreign skills.(London; the university of Chicago press,)

Sahid Suardi, *Improving students' speaking skill by using retelling story through pantomime at the second semester of English Study Program Of tarbiyah department STAIN Palopo,* (Palopo : STAIN Palopo,2013).

Saidan*, The Syntactical Error Produced By Student In Translating Sentence From Indonesia To English (A Case Study At The Fifth Semester Students Of English Department Of STAIN Palopo,*skipsisarjanapendidikan, (palopo: perpustakaan stain palopo, 2007).

Santaria Rustan, Rusdiana & Damayanti Sri. (2014). *Fundamental English.* Malang : Inti media.

Speaking Role at Class, retrieved from http://www.sasklearning.gov.sk.ca/does/mla /speak.html. 2 June 2011.

Thornbury Scoot 2005. *How To Teach Speaking.* England. Longman.

Wardi Risma *teaching the eleventh years students English speaking skill self talk strategi at SMA Negeri 4 palopo,*(palopo:STAIN Polopo:2010).

CURRICULUM VITAE

Rima Kumala was born on June, 15th 1995 in Bone-Bone, South Sulawesi. She is the eighth child from the couple Sadiman and Sumiati. She started her study when she was six years old in 262 Bamba Elementary School (SDN 262 Bamba) in her village and graduated in 2007. Then she continued her study in 1st Bone-Bone Junior High School (SMPN 1 Bone-Bone) and graduated in 2010.

Then she continued her study in 1st Burau Senior High School (SMAN 1 Burau) and graduated in 2013.

She continued again for his first degree (S1) in the State Institute for Islamic Studies (IAIN) of Palopo. She took English Education Study Program on Tarbiyah Department. She has been witing her thesis with the title **"Grammatical Error Analysis of Speaking Skill at the Sixth Semester Students of English Department of IAIN Palopo".**