

CHAPTER I INTRODUCTION

1.1 Background

English is an international language. It makes English is taught in Indonesian schools as a foreign language. The people use it either as the first foreign or second language. English is used by many people in many countries. English is used to avoid misunderstandings between many people from different countries because they have different languages. Besides that, people always communicate as social humans to out their feelings, expressions, and what they think by the sound and words that usually call language.

English is a compulsory subject in public school that functions as a means of advancing students in science and technology. In Indonesia, is particular English is taught from junior high school up to university, even now it is also taught to some elementary schools as an optimal subject. Besides that, people always communicate as social humans to out their feelings, expressions, and what they think by the sound and words that usually call language. It includes four skills they are speaking, reading, listening, and writing. Of the four skills most important is speaking, in speaking people sometimes have difficulty in pronunciation. Tarigan (2008), Speaking in a form of exploiting human behavior physical, psychological, neurological, semantic, and linguistic factors extensive, so widely that it can be said to be a tool Humans are most important for human control.

In speaking of course we use language to communicate with the speaker, whether using the first language or second language. According to Wibowo (2001:3), language is a system of sound symbols whose sound and articulation (produced by speech tools) are arbitrary and conventional, which are used as a means of communication for a group of people to produce feelings and thoughts. Meanwhile Jeans Aitchison (2008) "Language is patterned system of arbitrary sound signals, characterized by structure dependence, creativity, displacement, duality, and cultural transmission".

In Indonesia in the teaching and learning process students are required to learn a second language (L2), students will certainly experience difficulties in learning EFL. As stated by (Nunan, 2003), most people especially English learners, speaking a foreign language has often meant a difficulty. Due to the fact in teaching English for speaking skill needs extra strategies to build the students' positive mindset and environment. Teaching strategies could be as media to let students enjoyed for speaking English. In improving students speaking ability, of course, is to improve the oral production of students. In other words, there are some essential elements that should be paid attention. The essential elements in speaking are such as vocabulary, pronunciation, grammatical function, intonation, stress, fluency and others. The focus of this research is pronunciation and grammar. As stated by Richard and Schmidt (2002) pronunciation is the way a certain sound or sounds are produced. It is unlike articulation which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer, e.g.: You haven't pronounced this word correctly, and often relates the spoken word to its written form, e.g.: In the word knife, the k is not pronounced. Therefore, teaching of speaking have to focus on improving the oral production of students, including pronunciation.

Students cannot make mistakes, mistakes occur when students do not understand the rules of the language and do not realize the mistake they did wrong can succeed when talking. Therefore, students need to have good speaking skills with speaking skills and accurately. In student speaking, students cannot mistake mistakes, especially in English. One can vary according to student fluency, accuracy and others. According to Harmer, mistakes are a condition in which students cannot improve themselves because there are no rules for the game, so they need explanation Harmer (1986). In this case, mistakes often occur in Speaking because they are not aware and do not know what is true. Meanwhile, according to Utami (2016), it is important to analyze students because the only way to analyze it is through student performance.

One of the most common students talked about their speaking related to fluency and accuracy using correct grammar and pronunciation of vocabulary.

Afshar (2016), states that communication is successful, students not only prepare with sufficient fluency but also pay attention to thoroughness. Therefore, this research use examines errors in pronunciation of students which are more basic to improve students' speaking ability in English.

Based on the explanations above, the researcher conducted the research entitled “An Error Analysis on Students Pronunciation at the Second Grade of SMAN 02 Luwu”.

1.2 Problem Statement

The problem statement of this research is: what kind of pronunciation errors do the students make at the second grade of SMAN 02 Luwu?

1.3 Objective of the researcher

The objective of the research is to find out the students' pronunciation errors at the second grade of SMAN 02 Luwu.

1.4 Significance of the Research

This research is expected to have benefits for the world of education. The benefits of the research follow:

1. For Teacher, as input for the teacher concerned to determine learning strategies and choose what steps are taken to improve English speaking skills.
2. For researchers, the result from this research can be the references for the other researcher, which can also be useful as a source of new knowledge and experience

1.5 Scope of the Research

In this research focused on the analysis errors pronunciation students'.

1.6 Operational Definitions

To get the general understanding about the title of the research, the researcher gives the definition of some important terms related to the title:

1. Pronunciation is the way how we pronounce or produce sounds from words while learning English.

2. Speaking is a way to make a sound or communicate with someone so that someone who will listen will respond or just listen without being given a response from the speaker.

CHAPTER II

REVIEW OF RELATED LITERATURES

2.1 Some Pertinent Ideas

1. Pronunciation

a. Definitions of Pronunciation

According to Hornby (2008) pronunciation is way in which a language or particular word or sound is spoken. Pronunciation is very important to be learned, especially in speaking skill. Pronunciation is the way in which people make sound of words. However, many students find pronunciation as one of the most difficult aspects in learning English. Students that have good pronunciation in speaking English are more likely to be understood even if they make errors in other aspects. Whereas students with bad pronunciation must be difficult to be understood, even if the grammatical used of them are perfect. The main speaking difficulties encountered by students are linguistic difficulties, mother tongue use, and inhibition Al Hosni (2014). Students are unable to speak in English because they lack the necessary vocabulary items and grammar structures. They also lack sentence formation skills, which result in using the mother tongue. Students also think of making mistakes in speaking in front of their classmates very embarrassing, which results in preferring not to speak to avoid such situations. It is not easy to let students in speaking English by using correct pronunciation. It needs more time and suitable strategy. English as Foreign Language (EFL) is one of basic reason why students had difficulties for pronouncing the words correctly. Meanwhile, Goodwin as cited in Celce-Murcia (2006) states that pronunciation is the language feature that most readily identifies speakers as nonnative. Since it can identify us as non-native, we do not need to pronounce like the way native speaker do. However, we need to be minimally intelligible while speaking. She added that when we find students that find difficulty Celce-Murcia (2006) says "Pronunciation is never an end in itself but a means of negotiating meaning in discourse, embedded in specific sociocultural and interpersonal contexts. Producing sentences can have different meaning related to the way people pronounce sentences. Indeed, pronunciation

needs to be taught to students. There are many experts who have views about pronunciation in languages teaching is. Meanwhile Kelly (2000:1) is one who looks at pronunciation through constituent's part. He argues that pronunciation has two main characteristics, namely phonemes and supra segmental features.

The students, of course, will do errors or mistakes in speaking activities especially in pronouncing the words. The different system of language could make students to make errors and mistakes. The analysis of students' pronunciation error, in learning English as Foreign Language, needs to be done. It should be important to distinguish between errors and mistakes. According to Corder (1974: 29) errors are typically produced by people who do not yet fully command some institutionalized language system; true errors are marker of the students' competence. An error is noticeable grammar from the adult grammar of native speaker, reflecting the inter language competence of the learners (Brown, 1980: 165). In simple words, it could be concluded that error refers to the failure in using the system of directly correct. It is caused by the lack of the students' competence, knowledge and comprehension. A mistake referring to a performance error that is either random or a slip of the tongue, in that it is failure to utilize a known system correctly. In addition, mistakes are caused by hesitation, slips of the tongue (Brown, 1980: 165). Mistake refers to the failures to use the language system correctly caused by some factors such as a carelessness, memory lapses, and physical condition. , will be inconsistency. They sometime do on chemistry and sometime do more than once mistakes. The examples of students' mistake done are: the students should study and the students should to study. According to Richards (1974: 124) the sources of errors in studying a language might be derived from the interference of the learners' mother tongue and the general characteristics of the rule learning. The errors that are caused by the general characteristics of the rule learning are also called the intra language errors, and the errors caused by the interference of the learner's mother tongue are called the inter language errors. Richard (1974: 124) distinguishes three sources of competence errors:

- 1) Interference errors occur as a result of the use of element from one language while speaking another. An example might be when a German

learner of L2English says, “I go not” because the equivalent sentence in German is “Ichgehe nicht”.

- 2) Intralingua errors “reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.
- 3) Developmental errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

Ur (2008: 78) further argues that there are many factors that cause difficulty in speaking, including the following:

- 1) Inhibition, students are worried about making mistakes, fearful of criticism, or simply shy.
- 2) Nothing to say, students have no motive to express themselves.
- 3) Low or uneven participation, only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.
- 4) Mother tongue use, learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

Order (2006: 56) states that there are three types of errors. They are pre-systematic, systematic, and post-systematic. The following types of errors are described.

- 1) Pre-systematic Error This error occurs when the student is not aware of the existence of certain rules in the target language. This happens in random situations. The student cannot provide any explanation as to why a particular form was chosen.
- 2) Systematic Error This error occurs when the student has found a rule but it is wrong. The learner cannot correct errors but can explain errors in the rules used and types.
- 3) Post-systematic Error This error occurs when the student knows the correct target language rules but uses them inconsistently (makes mistakes) the student can explain the target language the rules are usually used in.

b. Aspects of Pronunciation

1) Stress

Many teachers advocate starting with stress as the basic building block of pronunciation. Stress refers to the prominence given to certain syllables within words and to certain syllables or words within utterance.

2) Intonation

Intonation is very important to signaling speaker meaning. Since intonation patterns are language-specific, learners will need to acquire new ones for English in order to avoid inappropriate transfer from their first language and thus perhaps inadvertently causing offence.

3) Voice quality

Voice quality has received little attention in second language learning, although actors may be quite familiar with the concept.

4) Vowel

The vowel in phonemic chart are ordered according to where they are made in the mouth. Thus the top row of vowels are made high in the mouth, the middle row are made in the center and the bottom row are made low in the mouth.

5) Consonant

Consonant are made by causing a blockage or partial blockage in the mouth and these are usually described in terms of: where the sounds is made in the mouth, or place of articulation, whether or not the vocal cords vibrate or voicing.

Based on the description above, the researcher formulates that errors are part of the student's process of learning English as a foreign language. The process allows students to improve if they can correct mistakes. In correcting these errors, students need teacher evaluation to identify mistakes made by students in speaking. Therefore, researchers as researchers are interested in analyzing student speech errors in general communication. The results of this analysis can provide meaning for themselves or their students. Student mistakes made will serve as an evaluation for both the researcher and the student. In other words, the teacher can identify and correct students' grammatical errors so that it is hoped that student errors can be minimized.

2. Speaking

a. The Concept of Speaking

English learners should learn four skills, they are reading, listening, writing and speaking. Among those skills, speaking is the most essential one because we need to produce the words orally. It is supported by Yulia (2017), she stated that oral language is the best communication way for delivering the idea, opinion, or others, she also adds that naturally, the purpose of learners in learning English is for having a predicate as a good speaker. It means that having the ability in speaking students will have a good predicate as an English learner. It is because the ability to communicate in a second language clearly and efficiently contribute to the success of the learner in school and success later in every phase of life (Baso Andi, 2016). Then speaking is also the most difficult point sometimes but on the other hand in can be the easiest one. Speaking is the most difficult because the speaker should say the words directly so speakers should be more noticeable on what they say. When people speak, the speaker can revise what they have said. Therefore it is indicate speaking be the most difficult. Brown and Yule (in Fadlillah & Iksan 2016) who state that spoken language production or learning to talk in foreign language is often considered to be the most difficult aspect in language learning

Besides, speaking is the easiest one, because in speaking the speaker should not to notice on grammar and commonly the fuction of communication is to understand one another. Moreover, Hornby (in Arung 2016) noted that speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech while Nunan (in S. Wijaya 2016) says that speaking is the productive aural/oral skills. It consists of producing systematic verbal utterances to convey meaning and Arung (2016) stated that speaking is an activity in giving and asking information in dialoguing by two or more people.

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. It has an important role in communication. Speaking can find in the spoken cycle especially in the Joint Construction of the Text stage (Department

Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. Most of the students get difficulties speaking even though they have a lot of vocabulary and have written them well. The problems are afraid for students to make mistakes.

Based on explanation above speaking is a productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. Like communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn English sounds. Besides that the researcher conclude that speaking is an activity to exchange the information one another in an ordinary voice; uttering words, etc based on everyone's purpose to use language.

Harmer, (in Tarigan, 1990:12) writes that when teaching speaking or producing skill, we can apply three major stages, those are:

- 1) Introducing new language
- 2) Practice
- 3) Communicative activity.

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from the context of use and source of diversity. Therefore, Clark and Clark said that speaking is fundamentally an instrument act. Speakers talk to have some effect on their listeners. It is the result of the teaching-learning process. Students' skill in conversation is a core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning and the success in speaking is measured through someone able to carry out a conversation in the language. We confess that many proponent factors influence teaching speaking success and there are many obstacle factors why it is not running well.

According to Ladouse (2002), speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts or situations in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990:8) said that "*Speaking is a way to*

communicate that affects our daily lives". It means that speaking as a way of communication influences our individual life strongly.

From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process, we can call it is an interaction between two sides.

When someone speaks to another person, there will be a relationship. The relationship itself is communication. Furthermore, Wilson (2001:5) defines speaking as the development of the relationship between speaker and listener. Also speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation". It means that the main objective of speaking is communication. To express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has to understand any principle that based his speaking either in general or in individual.

Based on the statements above the researcher infers that if someone speaks, he/she should understand what is he/she about. In this section, the writer should develop ideas or build some topics to be talked about and to make other response to what speakers say. Stern (in Risnadedi, 2001:56-57) said to watch a small child's speech development first, he listens, then he speaks, understanding always produces speaking. Therefore this must be the right order of presenting the skills in a foreign language. In this learning of language included speaking, there is an activity of speaker or learner and it has to affect to build a speaker's or learner's desires and express how his/her feeling and acting out his/her attitudes through speaking. Thus the learning of speaking cannot be separated from language.

On the other hand, speaking can be called as oral communication and speaking is one of the skills in English learning. This becomes one important subject that the teacher should give. That is why the teachers have a big challenge to enable their students to master English well, especially speaking English in class or out of the class.

Wallace (2001:98) stated that oral practice (speaking) becomes meaningful to students when they have to pay attention to what they are saying. Thus, the

students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation.

Speaking is only an oral trail of abilities that it got from structure and vocabulary, Freeman (in Risnadedi, 2001: 56-57) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many cases to language teachers.

Based on the explanation above, speaking ability is the students' ability to express their ideas orally which is represented by speaking score. In addition, speaking ability can be interpreted as one of the skills or abilities in English to express opinions, comment, and reject the opinions of others if they are not in accordance with our opinions, as well as the ability to ask and answer these questions.

b. Speaking Productive Skill

According to Harmmer (2017), there are other skills and knowledge as speaking elements (microskills of oral communication) that address in teaching speaking such as:

- 1) Ability to pronounce phonemes correctly
- 2) Using appropriate stress and intonation patterns;
- 3) Speaking in connected speech
- 4) Ability to speak in a range of different genres and situations; and
- 5) Using a range of conversational strategies

Another productive sub-skill is phonics, sounds of alphabet. Teaching the sounds and pronunciation of each letter of the alphabet is a very important first step as:

- 1) Students need to practice writing out the alphabet every day. As they do this, they say the letter aloud.
- 2) Listen to an audio recording as you write out each letter while expressing the sound as well.
- 3) Use a video lesson with the letters displayed along with a vocal instructor. As students follow it, they talk out loud.

- 4) Children's books with follow along audio recordings are excellent tools to familiarize themselves with letter sounds

The term of productive skills according to Harmer (2007) is the language skills where the students produce the language themselves. The language skills that are categorized into productive skills are speaking and writing. While, reading and listening are as receptive skills. Both components of skills depict how language as means of communication works. These skill components are messages delivered through spoken and printed texts that are produced by language learners. The messages produced by students in spoken form are categorized as speaking; while the messages produced by students through written form are writing. Both skills are prescribed in the following chart

Based on explanation above speaking is a productive skill. It cannot be separated from listening. When we speak we produce the text and it should be meaningful. Like communication, we can find the speaker, the listener, the message and the feedback. Speaking cannot be separated from pronunciation as it encourages learners to learn the English sound.

c. Assessing Speaking

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously assesses students' performance. Written work-from a jotted down a phrase to a formal essay is a performance that ultimately is assessed by the self, teacher and possibly other students (Brown, 2003:4).

Brown (2003:141) states as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance:

1) Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, several prosodic, lexical and

grammatical properties of language may be concluded in the criterion performance.

2) Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.

2. Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments and the like. Types of speaking

According to Baso Andi (2016), use formal speaking in teaching-learning processes like the teacher with the students and someone who has higher status. Informal speaking, someone speaks with friends and family. He also adds that someone tends to use formal speech when interaction among the teacher with students in the teaching-learning process or to people of higher status. And someone use informal speech when they speak with their family, friends.

Based on that opinion the researcher concludes that there are two types of speaking, they are formal and informal. Formal speaking is typical of speaking which is used in formal situations such as education forums and etc and also with educational people. Besides informal speaking is used in informal situations like in daily activity conversation.

d. Elements of Speaking

According to Rubiati (2011), there are many elements of speaking that must be mastered by students to be a good speaker:

- 1) Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech. In connected speech sounds are modified, omitted, added, or

weakened. It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

- 2) Expressive devices: a native of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling. The use of these devices contributes to the ability to convey meaning. They allow the extra expressions of emotion and intensity, students should be able to deploy at least some of such suprasegmental features and devices in the same way if they are to be fully effective communicators.
- 3) Lexis and grammar: spontaneous speech is marked by the use of several common lexical phrases, especially in their performance of certain language functions. Teachers should, therefore, supply a variety of phrases for different functions, such as greeting, agreeing and disagreeing.

Based on some explanation above, it can be concluded that for being a good speaker students should know how to connected speech. It means they should be able to modify their sound and not only their phonemes of English. Then they have to notice on the stressing of words or sentences, use their body and expression, they can be mentioned as expressive devices. The last one is lexis and grammar. Here the students are expected to be able to use common lexical phrases in different functions, such as greeting, agreeing and disagreeing.

e. The Components of Speaking

According to Vanderkevent (in A. Isnaen 2015), there are three components of speaking, namely: the speakers, the listeners, the utterances

- 1) The speakers

Speakers are people who produce the sound. They are useful as the tool to express opinions or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

- 2) The listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

3) The utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use signs.

Based on some opinion above, the researcher concludes that there are three main components of speaking, they are speakers as the first people who deliver an idea or feeling to the others. Listener is a second speaker which receives the idea or feeling from the first speaker. The last one is utterances as a word or sentences which is produced by the first speaker to deliver their idea.

f. Assessing Speaking

According to Nunan (in Rahmawati 2014) there are some types of speaking assessed, they are:

1) Grammar

Test takers are assessed on how to control the usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

2) Vocabulary

The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are.

3) Comprehension

According to Alqahtani (2015), vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Understanding the context of the conversation and able to give an appropriate response according to the question.

4) Fluency

According to Lennon (in Jong 2012) fluency is an impression on the listener's part that the psycholinguistic processes of speech planning and speech production are functioning easily and efficiently. The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds to specific themes without any hesitation in choosing words.

5) Pronunciation

Rubiati (2011) pointed out that Pronunciation including the segmental features vowels and consonants and the stress and intonation patterns. Pronunciation is a key aspect of the development of oral skills (Marza, 2014). Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interferes the communication are the criteria of the assessment.

Based on the explanation above, the conclusion is that speaking which is assessed is divided into five types, namely grammar, vocabulary, comprehension, fluency, and pronunciation. Grammar talks about how to build sentences. In addition to the range, accuracy, and use of vocabulary features as part of the vocabulary. Understanding is how to use appropriate responses based on the context. Fluency indicates that the production speaks in a fluid manner. Pronunciation discusses how to pronounce words by paying attention to the segmental features of vowels and consonants and patterns of stress and intonation. Several previous researchers have tried to find out the truth that there are still many mistakes made by students in English, such as pronunciation errors and grammatical errors.

g. Kinds Errors Pronunciation

English learners often also make a number of other mistakes in pronouncing words in English. These errors are caused by various difficulties, according to Yusti Arini (2009) namely:

- 1) Related to hearing. People have different hearing sensitivities and it may cause errors.
- 2) Related to the problem of learning how to make foreign sounds with our own speech organs.
- 3) Related to the problem of knowing and remembering; distribution of sounds, namely which sound is appropriate to say in a word or sentence, and in what context the sound is pronounced.
- 4) Relates to certain aspects that sounds are related to one another.
- 5) Is related to fluency, which is the ability to pronounce a whole series of sounds (groups of sounds) easily and quickly.

- 6) Is related to the relationship between pronunciation and conventional spelling.

The mistakes above are the most common problems faced by learners. Therefore, it is very important for someone who is studying English to understand more about the difficult sounds in English so that he can correct these mistakes.

In addition to the explanation above about errors various difficulties, Yusti Arini (2009) also found that there were a number of differences between the English sound system and the Indonesian sound system.

- 1) Vowels

Unlike English, in Indonesian there is no vowel i, u, a and o.

- 2) Consonant

A number of consonants in the English sound system are not found in Indonesian. These consonants are v, θ, δ, ʒ, and ʃ.

- 3) Cluste

A cluster is a group of sounds read in one breath. Actually, in Indonesian there are clusters too, but only the words 'loan' (words borrowed from another language, in this case English).

- 4) Stress

Stress is defined as the level of stress of a sound or syllable being pronounced. In English, stress greatly affects the meaning of a word, but in Indonesian it does not. In English, stress can occur at the beginning or middle of a word, for example, 'potograph, a'nother, oppor'tunity.

- 5) Aspirated sound

Aspirated sound is a sound accompanied by a single breath of air following it when pronounced, as in p, t, k. Aspirated sound appears only on stressed syllables. For example, pea / phi: /, put / phut /, time / thɪm /, car / kha: /, and so on.

In the process of speaking performance, students often make mistakes because they must be familiar with language knowledge in many contexts. Therefore, it is difficult for EFL students, especially adults, to speak the target language fluently and precisely (Richards & Renandya, 2002: 216).

In this research, the focus is on structure grammar and pronunciation students'. Based on Gower et al., Speaking has many different aspects that cover two main categories namely fluency, referring to the ability to keep going when speaking spontaneously; and accuracy, referring to the ability to use grammar, vocabulary and correct pronunciation in speech (1995: 99-100). Meanwhile, According to Abercrombie, there are some features that students must pay attention to avoid smooth errors (1965: 6), here are:

- 1) The natural speech shows variations in tempo.
- 2) Pause and silence; and they maintain speechless words also called doubt.
- 3) Repetition and errors of articulation.
- 4) Words and phrases that don't mean to say "fillers" like Uhm, eerr, etc.

In another research, Arfiena (2017: 7) found that the influence of first language (L1) could have an impact on improving students' speaking in English which resulted in errors pronunciation and student grammar.

Meanwhile, Eliss (1987: 19-40) also believed that in his research there were several mistakes of students in improving students' speaking in English, including:

- 1) Sentence structure, students sometimes make mistakes in compiling a sentence for example in English "Fikri is a lazy boy" but students sometimes interpret "Fikri adalah malas laki-laki".
- 2) Pronunciations, different vowel sounds from each mother tongue will affect the pronunciation of words spoken in Indonesian.

According Beratha (1996), also believes that the influence of the first language on the second language is:

- 1) Wrong choice of words, like Indonesian which has a variety of vocabulary, English also has a lot of vocabulary. Usually, there is a word that has quite several synonyms but their functions vary according to a particular context. A vocabulary may not be suitable for use in a situation you know. For example, the word die which means to die/die is true, but it would be more polite to use the word pass away when describing people.
- 2) Inverted word placement, this is because the sentence structure of Indonesian and English is different. For example, if you want to say "Mobil baru" in

English, it is pronounced by putting first adjectives first, and then followed by the noun, New Car.

- 3) Incorrect pronunciation, English pronunciation is more complicated for Indonesians. Indonesian people usually experience difficulty in pronouncing English words. Especially for vocabulary that has three or more syllables like ENGINEER. Indonesian people usually pronounce this word to be "in-jee-near" when the truth is "en-juh-near".
- 4) Wrong in the sentence structure/grammar, this one error does require extra effort and needs seriousness. Even people who have studied English for years are very likely to make mistakes in sentence structure.
- 5) Wrong Syllable emphasis.
- 6) Doubt and fear of making mistakes, if your English is fluent and your vocabulary and grammar knowledge is qualified. Usually, the mistakes of Indonesians in speaking English are doubt and fear. Actually, it's okay to make small mistakes as long as you are sure the other person has understood the meaning of your words.

Based on the description above, if students produce unfair speech, pauses and silence, doubts, repetitions, and fillers, it is considered an error made by the student because this kind of error can reduce fluency in English. In this study, inappropriate speech and errors in sentence structure are indicators of this researcher.

h. Errors or Mistakes

Errors or Mistakes The students, of course, will do errors or mistakes in speaking activities especially in pronouncing the words. The different system of language could make students to make errors and mistakes. The analysis of students' pronunciation error, in learning English as Foreign Language, needs to be done. It should be important to distinguish between errors and mistakes. According to Corder (1974:29) errors are typically produced by people who do not yet fully command some institutionalized language system; true errors are marker of the students' competence. An error is noticeable grammar from the adult grammar of native speaker, reflecting the inter language competence of the learners (Brown, 1980:165). In simple words, it could be concluded that error

refers to the failure in using the system of language correctly. It is caused by the lack of the students' competence, knowledge and comprehension. Mistake must be different to error. A mistake refers to a performance error that is either random or a slip of the tongue, in that it is failure to utilize a known system correctly. In addition, mistakes are caused by hesitation, slips of the tongue (Brown, 1980:165). Mistake refers to the failures to use the language system correctly caused by some factors such as carelessness, memory lapses, and physical condition. The students, who make mistakes, will be inconsistent. They sometimes do once mistake and sometimes do more than once mistakes. The examples of students' mistake done are: the students should study and the students should to study. According to Richards (2001:124) the sources of errors in studying a language might be derived from the interference of the learners' mother tongue and the general characteristics of the rule learning. The errors that are caused by the general characteristics of the rule learning are also called the intra language errors, and the errors caused by the interference of the learners' mother tongue are called the inter language errors. Richards (2001:124) distinguishes three sources of competence errors:

1. Interference errors occur as a result of the use of element from one language while speaking another. An example might be when a German learner of L2English says, "I go not" because the equivalent sentence in German is "Ichgehe nicht".
2. Intra lingual errors reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.
3. Developmental errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

Based on the explanation above, the researcher formulated that error was part of students' process in learning English as Foreign Language. The process could allow the students' improvement to get a progress in being better if they could correct the errors. In correcting the errors, students need lecturer's evaluation to identify the errors made by students in speaking. For that reason, the researcher as lecturer was interested to analyze the students' errors speaking for general

communication. The result of this analysis could give significances for herself or her students. The students' error made would be as evaluation for the researcher herself and the students. In other words, the lecturer could identify and correct the grammatical errors of students so that it was hoped that the students' errors could be minimized

Furthermore, Ur (2002:78) argued that there are many factors that cause difficulty in speaking, and they are as follows: 1. Inhibition, students are worried about making mistakes, fearful of criticism, or simply shy. 2. Nothing to say, students have no motive to express themselves. 3. Low or uneven participation, only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. 4. Mother tongue use, learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue. Corder (2003:56) conveyed that there were three types of errors. They were pre-systematic, systematic, and post-systematic. Below the errors' types were explained. 1. Pre-systematic Errors This error occurred when the learner was unaware of the existence of a particular rule in the target language. These happened in random situation. The learner could not give any account of why a particular form was chosen. 2. Systematic Errors This error occurred when the learner had discovered a rule but it was the wrong one. The learner was unable to correct the errors but could explain the mistaken rule used and type. 3. Post-systematic Errors This error occurred when the learner known the correct target language rule but used it inconsistently (makes a mistake) the learner could explain the target language rule that was normally used.

2.2 Previous Study

This previous studies in this research are:

1. Mirawati. 2018 *"Error Analysis on Student's Pronunciation in Reading Text at the Tenth Grade of SMK Batik 1 Surakarta in 2017/2018 Academic Year"*. This study aims to describe the students' errors in pronunciation on reading text. This study is qualitative descriptive research. The data obtained by the researcher is from observation, interview, and recording method. The data are the students' errors in pronunciation on reading text. The results of this

research are the types of student errors in pronunciation on reading text namely: stress, and rhythm.

Based on the previous research above, the difference of her research and this research is her research focus on reading text while this research focus on speaking task. Besides that this research not only focuses on students' pronunciation but also focus on grammar errors. Moreover, the similarities of this research are the same research method that is descriptive qualitative in collecting the data where the instrument were observation and speaking task.

2. Hervina. 2014. "Grammatical errors in speaking made by the third year English Departement Students at STKIP abdi Pendidikan Payakumbuh". The purpose of this research is to analyze the grammatical errors of English department students' of STKIP Abdi Pendidikan Pakayumbuh. Her research applied qualitative research, where in collecting the data of the research did observation, interview and documentation. Her result shows that the students have not mastered the use of verb groups. It can be seen from the number of errors made. Although the students had been taught about it before, they were still confused which one to use when making grammatical tenses.

Based on the previous research above, the difference of her research and this research are focus on undergraduate students while in this research the subjects were taken students in senior high school in the research method. Moreover, her research only focuses on grammatical errors while this research also focuses on both grammar and pronunciation errors. Furthermore the similarity is the research method this research and her research applied qualitative method, but the instrument quite different this research only did observation and speaking task to know students' pronunciation and grammar errors where her research not only did observation but also interview and documentation.

3. Hidayati, Alifah. 2018. "Pronunciation errors in speaking performance of grade 11 students at SMA Negeri 20 Medan". The research was conducted by descriptive qualitative methods. In collecting data, firstly recording the pronunciation of students' speaking performance. Then, transcribing their utterances which contains consonant and vowel sounds. Furthermore, the data

are analyzed. Finally, the result of the analysis shows that the total of kinds of pronunciation errors are 40 data. Miss formation is the most frequent errors were made by the students. It is the highest number which 23 data out of 40 or 57, 5% of the percentage. Then, omission error which 8 data out of 40 or 20%. Addition error which 8 data out of 40 or 20%. And the last kind of error is misordering. The data is 1 out of 40 or 2, 5% of the percentage. This study also found the causes of students' error according to Interlingua and intralingua transfer.

Referring to the explanation above, it can be concluded that there are some similarities and differences with this research. Mirawati (2018) the similarity with this study is to analyze students' speaking errors. In addition, the research also uses descriptive qualitative research. The difference in previous research in this research is that it takes the place of the object in tenth grade high school students while the study examines seventh grade high school students.

The second is Hervina (2014). The similarity in 2014 with this research is that they both analyze the grammar and pronunciation theory of students. In addition, the research also uses qualitative research. The difference in previous research in this research is that the object in the English department of STKIP abdi Payakumbuh Metro students is different from research that will take the object in junior high school. While in his research in collecting the data of the research did observation, interview and documentation, while in this study using observation and speaking test

Third, Hidayati, Alifah (2018), the similarity of this study focuses on students' pronunciation errors. In addition, the same thing is recording the pronunciation of students' speaking performance and using high school students as samples. while the difference is that the research uses qualitative while the research uses quantitative.