

**AN ERROR ANALYSIS OF STUDENTS' FLUENCY IN  
SPEAKING III AT FIFTH SEMESTER STUDENTS OF PBI  
FTIK IAIN LANGSA**

**SKRIPSI**

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May Allah, the Almighty bless them all, Amin .....

*Wassalammu 'alaikum Wr.Wb.*

Langsa, January 2017

Writer

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## ABSTRACT

**Rama Dayanti,** (1042011222) An Error Analysis of Students' Fluency in Speaking III at Fifth Semester Students of PBI FTIK IAIN Langsa. *Skripsi*. English Education Departement, Tarbiyah and Teachers Training Faculty, State Institute for Islamic Studies (IAIN) Langsa. 2017.

This research investigated errors in fluency for speaking III class of the fifth semester students at English Department of Tarbiyah and Teachers Training Faculty State Institute for Islamic Studies Langsa. The research also investigated the lecturer's solution to solve students' errors and its direct impacts. This study applied error analysis to describe students' errors. It is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics. The researcher encountered that the most outcome of errors in speaking fluency was developmental errors in vocabulary acquisition and proper pronunciation for the words. The researcher executed interview and observation to collect the data. Moreover, The lecturer applied namely CLT (Communicative Language Teaching) in the speaking III and complied with a variety of approach, namely: pair work, role-play, and group work. By using CLT, it had direct impact to maintain students' speaking ability and reduced errors in class.

**Keywords:** *Error analysis and speaking fluency.*

## **CHAPTER I INTRODUCTION**

### **A. Background of study**

The ability to speak English is one that is crucial in obtaining employment at this time. In the modern era that is full of advanced technology and globalization are so advanced, the English is necessary because it is a very important thing. By mastering the English, in addition to facilitate us in finding a job, we are also able to communicate with other nations in the world. Besides that, we can also add insight and knowledge for the betterment of our nation and our country, because we can read English literature, listening to radio broadcasts abroad, as well as watching movies other foreign science. Thus we can master knowledge in all fields.

In the world of education, English education shall be provided to the department of education from elementary to college that exist throughout Indonesia. Speaking is one of four language skills, which is basic function of language as communication tools. Students who study at the school which use certain language will be a good speaker, different from students who study at the other school. They will get difficulties in using English to speak each other; it is caused by condition of school environment and media that is used in teaching them.

Speaking is a productive skill, since the speaker is required to produce words and sounds when they speaking. According to Chaney and Burke, speaking



is “the process of building and sharing meaning through the use of verbal and non-verbal symbol in a variety of contexts”.<sup>1</sup> Indeed, speaking is a process of exchanging words or information between an individual and more on certain context. “According Henry Guntur Tarigan, Speaking is the ability to pronounce sounds articulation or words to express, say and express thoughts, ideas, and feelings”.<sup>2</sup> Listeners receive information through a series of tones, pressures, and the placement of the joints.

Speaking in English also must consider several aspects, one of which is a factor of fluency. Fluency is the goal on the conversation. The goal of fluency is to enable speaker to integrate the previously encountered language into an easily accessed. Nation said, Fluency focused on the messages that are being communicated and not the language form.<sup>3</sup> A fluent speaker does not have to stop many times to think of what to say next or how to phrase it. In addition, a fluent speaker also being able to decide readily when it is appropriate to use vocabulary in speaking.

According to Richard, Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence.<sup>4</sup> “Fillmore in Richard’s book, fluency is the ability to talk at length

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<sup>1</sup>A.L Chaney and T.L Burke, *Teaching Oral Communication in grade k-8*. (Boston : Allyn and Bacon, 1998 ), P.13

<sup>2</sup>Henry Guntur Tarigan, *Berbicara Sebagai suatu keterampilan berbahasa*. (Bandung: Angkasa, 1983), P.24

<sup>3</sup>Nation I.S.P and Jonathan N, *Teaching ESL/EFL Listening and Speaking*. (New York: Routledge, 2009), P.19

<sup>4</sup>Richard J.C, *Teaching Listening and Speaking: From Theory to practice*. (Singapore: 2009), P.14

with few pauses. A speaker is able to express his or her idea in a coherent way and to deal with lexical and syntactic items at a fast speed”.<sup>5</sup>

Language fluency is used informally to denote a high level of language proficiency, where by language usage is smooth and flowing, as opposed to slow and halted. When it comes to communicating in more than one language fluency is certainly desirable, but it is not essential for communicate to take place. You can communicate with a native speaker if you have only a mild proficiency in English, but being truly fluent in the language offers many advantages, particularly in the business world.

Some English language learners emphasizes accuracy in speaking. People who are more concerned with exceptional accuracy more attention to the correct use of English grammar and accuracy of vocabulary. When will speak normally they always worry about making mistakes. This of course can lead to a general fear of making mistakes, especially in the use of grammar and correct use of vocabulary. If you like this continue to happen certainly not an impossible thing can hinder the improvement of speaking. While some others, they are more concerned with fluency. People who like this are usually people who like to keep speaking. They have a willingness to try a new language without care will make mistakes. This course will make them fluent in speaking. But if constantly continue to do a lot of mistakes, it is not impossible also when speaking, the ideas presented by students as it become difficult to understand other people.

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<sup>5</sup>Yang Yingjie, *international journal of research studies in language learning*. (Australia: University of Southern Queensland, 2014), P.58

Error analysis is an activity to find an error in writing and speaking. Error analysis is a valuable source of information to teachers. It provides information on students' error which in turn helps teachers to correct students' error and also improve the effectiveness of their teaching. According to Richards, error analysis has been conducted to identify strategies which learners use in language learning, to track the causes of learner's errors, obtain information on common difficulties in language learning or on how to prepare teaching materials.<sup>6</sup> Similarly, Michaelides, states that the systematic analysis of students' error can be of great value to all those concerned, i.e., teachers, student and researcher.<sup>7</sup> For teacher it can offer clear and reliable picture of their students' knowledge of the target language. Jeremy said, the errors are mistakes which students cannot correct themselves and which therefore need explanation.<sup>8</sup> It means when students make errors, they cannot correct their errors by themselves but they need the teacher or another to correct their errors themselves.

According to Brown, he defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then so reveal the systems opened by learner.<sup>9</sup> It seems this concept is the same as the one proposed by Crystal; error analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by linguistics.

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<sup>6</sup> Richards J.C, Platt J, and H Platt, *Dictionary of Language Teaching and Applied Linguistics*. (London: Longman), P.127

<sup>7</sup> Michaelides N.N, *Error Analysis: An Aid to Teaching, English Teaching Forum*. Vol. XXXVIII/4:28, P.30

<sup>8</sup> Jeremy Harmer, *The Practice of English Language Teaching 3<sup>rd</sup>*. (London: 1986), P.99

<sup>9</sup> Brown H.D, *Principles of Language Learning and teaching*. (New Jersey: Prentice Hall, 1980), P.166

The three definitions above clarify that error analysis is an activity to identify, classify and describe the errors made by students in speaking.<sup>10</sup>

Error cannot always be easily identified, because the notion of error presupposes a norm, and norms, in the turn, are dependent on amongst other things, the medium (spoken or written language), the social context (formal or informal) and the relation between speaker and hearer (symmetrical or asymmetrical). Hence, as a teacher must prepare promptly before teaching and learning can analyze what error the students have done.<sup>11</sup>

In conclusion, based on explanation above, the writer would like to take title **“An error analysis of students’ fluency In Speaking III at fifth semester students of PBI FTIK IAIN Langsa”**. Writer hoped this research will give significance advantage not only for educators but also for point of view taking decision, so that learning English writing can professional and success.

## **B. The problems of study**

Considering what the writer has discussed in the background, the problems of the study are:

1. What errors were produced by the fifth semester students in speaking class?

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<sup>10</sup> Crystal D, *The Cambridge Encyclopedia of Language*. (Cambridge: Cambridge University Press, 1987), P.112

<sup>11</sup> Abdul Gopur, *Error analysis on students’ speaking performance*. (Jakarta: UIN syarif hidayatullah, 2008), P.5

2. What method did applied by the lecturers in speaking class to solve students' errors?
3. What were the impacts of applied method in speaking class to solve students' errors?

### **C. The Objectives of study**

1. To investigate the errors that were produced by the fifth semester students in speaking class
2. To figure out the applied method by the lecturers in speaking class to solve students' errors.
3. To discover the impact of applied method in speaking class to solvestudents' errors.

### **D. The Significance of Study**

In this research, there are several benefits that can be gained, there are:

1. For students

Error analysis study revealed the students' problem in English word utterances. This analysis mapped the exact problems in speaking class to be addressed accordingly and suppose for helping the students. Furthermore, the students learn the proper speaking delivering. The research also investigated the students' speaking community to practices their speaking skills, how they

interacted within group work, and how the applied method by the class lecturers worked on the students' problem in speaking.

## 2. For lecturer

The study has significance result to give contribution of break through in teaching speaking by adapting the students' errors within class-works. The new breakthrough in research gave lecturers opportunity to learn about error of students' fluency in speaking English. The lecturers can learn to implement the proper practice strategies for curriculum activities.

## **E. The organization of Study**

This thesis have five chapters, chapter I presents background of the study, problem of the study, purpose of the study, the significant of the study, and the organization of the study. Chapter II presents the result of the researcher's search on theories or related research studies on similar field. It provides the readers theories they need to comprehend this present study. Chapter III present show to feed the body of this research by the data are explained of the study. Chapter IV present the finding display all result of the data analysis and chapter V present conclusion and suggestion about research.

## CHAPTER II LITERATURE REVIEW

### A. Error Analysis

#### 1. Definition of error analysis

According to Richards, error analysis has been conducted to identify strategies which learners use in language learning, to track the causes of learner's errors, obtain information on common difficulties in language learning or on how to prepare teaching materials.<sup>12</sup> Jeremy said, the errors are mistakes which students cannot correct themselves and which therefore need explanation.<sup>13</sup>

Noam Chomsky is one of the linguists who pointed out that native speakers make many errors when speaking (when performing), even though a native speaker has a perfect command of his language, perfect knowledge of grammatical rules, lexis and the sound system.<sup>14</sup> It means not only second or foreign language students who makes the errors in their speaking but also the native speaker who use English as the first language in daily communication.

According to Crystal, error analysis in language teaching and learning is the study of the unacceptable forms produced by someone learning in a language, especially a foreign language.<sup>15</sup> Meanwhile, Brown defined about

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<sup>12</sup> Richards J.C, Plott J, and H Plat, *Dictionary of Language Teaching and Applied Linguistics*.(London: Longman), P.127

<sup>13</sup> Jeremy Harmer, *The Practice of English Language Teaching 3<sup>rd</sup>*.(London: 1986), P.99

<sup>14</sup> Chomsky in Peter Hubbard et al, *A Training Course for TEFL*.( New York : 1983), P.133

<sup>15</sup>Crystal, *The Penguin Dictionary of Language*. ( Penguin: 1999), P.108

error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then so reveal the systems opened by learner.<sup>16</sup> As stated by Abisamara, error analysis can be viewed as “a type of linguistic analysis that focuses on errors committed by learner”.<sup>17</sup>

The definition of error analysis by Corder, “*what has come to be known as error analysis has to do with the investigation of the language second language learners.*”<sup>18</sup> One of the main aims of error analysis is to help teachers assess more accurately what remedial work would be necessary for English as a Second Language (ESL) students preparing for an English Language Test, so as to help students avoid the most common errors.

Corder also said about the function of error analysis and that there are two justifications for studying learners’ error: its relevance to language teaching and the study of the language acquisition process. He mentioned that:

...the pedagogical justification, namely that a good understanding of the nature of error is necessary before a systematic means of eradicating them could be found, and theoretical justification, which claims that study of learners’ language which is itself necessary to an understanding of the process of second acquisition.<sup>19</sup>

It is appropriate to define what is meant by error. The terms ‘mistake’ and ‘error’ are often used interchangeably. However, there is a clear difference between the two. The following definition error and mistake are applicable to this study.

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<sup>16</sup>Brown H.D, *Principles of Language Learning and teaching*. (New Jersey: Prentice Hall, 1980), P.166

<sup>17</sup>AbiSamara N, *An Analysis of Errors in Arabic Speakers’ English Writing*. (Mourtaga: 2003), P.23

<sup>18</sup>Corder, *Error Analysis*. (London: 1974), P.158

<sup>19</sup>Corder, *Error Analysis and interlanguage*. (Oxford: Oxford University Press, 1981), P.112



## 2. Purposes of error analysis

Studying learner's errors serves two major purposes: (1) it provides data from which inferences about nature of language learning process can be made, and (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly, and which error types detract most from learners' ability to communicate effectively.<sup>20</sup>

Error has two equivalents in English those are: error and mistakes. The different of them are the systems of error which is made by learners. i.e. error reflect gaps in a learner's knowledge, they occur because the learner doesn't know what is correct. Mistake reflects occasional lapses in performance, they occur because in a particular instance, the learner is unable to perform what he or she knows.<sup>21</sup>

Corder said, error gives suggestion to the teacher because error can be level of achievement indication in a teaching process done.<sup>22</sup> Besides, error can be a condition to the researcher what learners have learned, it also can be strategy that have by learners in learning and getting language. Then, error also can be measurement to the learners in learning language.

## 3. The Procedure of error analysis

There are two steps of error analysis, namely: identifying errors and describing errors.

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<sup>20</sup>Dulay, Heidi, Mariana Burt and Stephen Krashen, *Language Two* ( Oxford: Oxford University Press, 1982), P.138

<sup>21</sup>Ellis, Rod, *Second Language Acquisition* (Oxford: Oxford University Press, 1997), P.17

<sup>22</sup>Corder, *Error Analysis and Intralingua* ( Oxford: Oxford University Press, 1981), P.10

a. Identifying errors

The first step in the process of analysis is the identification and description of errors. According to Corder, any sentence uttered by learners and subsequently transcribed can be analyzed for idiosyncrasies. A major distinction is made at the outset between overt and covert errors.<sup>23</sup>

b. Describing errors

Error can be described as error addition, omission, substitution and ordering and following standard mathematical categories. For instance in English a /do auxiliary/ might be added (does can he sing?), a definite article omitted (I went to movie), an item substituted (I lost my road), or a word order confused ( I to the store went). However such categories are clearly much generalized.<sup>24</sup> Within each category, level of language can be considered: phonology or orthography, lexical, grammar, and discourse. Often, of course it is difficult to distinguish different level of error.

#### 4. Category of error

Corder said, there are two categories of error those are omitting element which should be, adding element which not should be.

- a. Omitting element which should be, there are two elements that should be there in a sentence those are subject and predicate. If there is no one of element, so the structure sentence doesn't have complete structure and cannot be categorized as a sentence.

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<sup>23</sup>Corder, *Error Analysis and Intralingua* ( Oxford: Oxford University Press, 1981), P.16

<sup>24</sup>Brown, H.D, *Principle of Language Learning and Teaching* (Prentice Hall, inc 1987),

- b. Adding element that should not be, there are two predicates or subjects in a sentence which has one main clause. Structure below has two predicates, is used and is.<sup>25</sup>

## 5. Source of Error

According to Brown, there are two source of error. Namely Interlingua error and intralingua error.<sup>26</sup>

### a. Interlingua Error

Richard said, Interlingua error is an error caused by interference of the learners' mother tongue. Interferences of the learners' mother tongue are clearly a major source of difficulty in second language learning. For example: /did he come/, /what are you doing/, /he coming from india/, /make him to do it/, / I can to speak French/.<sup>27</sup>

### b. Intralingua Error

According to Richard refers to items produce by the learners which reflect not the structure of the mother tongue, but generalization based on partial exposure to the target language.<sup>28</sup>

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<sup>25</sup>Corder, *Error Analysis and Intralingua* ( Oxford: Oxford University Press, 1981), P.36

<sup>26</sup>Brown, H.D, *Teaching by Principle an Interactive Approach to Language Pedagogy* (San FransiscoUniversity, 1978), P.173

<sup>27</sup>Richards, J.C, *Error Analysis*. (London: Longman, 1973), P.173

<sup>28</sup>Richards, J.C, *Error Analysis*. (London: Longman, 1973), P.173

## B. Speaking

### 1. Definition of speaking

Speaking is one of the skills that have to be mastered by students in learning English. Many experts define speaking different ways. Brown and Yule stated in their book. "Speaking is to express the needs-request, information, service, etc".<sup>29</sup> The speaker say words to the listener not only to express what in her mind but also to express what in her mind but also to express what he needs whether information service. According Jones, Speaking is a form of communication.<sup>30</sup> We can say that the speaker must consider the person they are talking to as listeners. The activity that the person does primary, it based on particular goal. So, it is important that everything we want to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involve transferring messages across. Jones said, how you say something can be important as what you say in getting your meaning across."<sup>31</sup> Therefore, speaking process should pay attention to want and how to say as well as to whom appropriately.

According Murcia, speaking is as an activity requiring the integration of manysubsystems. That is, the subsystems are the simultaneous demands of speaking. There are monitoring and understanding the other speaker, thinking

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<sup>29</sup>Gillian Brown and George Yule, *Teaching the spoken language : Approach Based on the Analysis of Conversational English* (Australia : Cambridge University Press, 1989), P.14

<sup>30</sup>Rhodi Jones, *Speaking and Listening* (London : The Bath Press, 1989), P.14

<sup>31</sup>Rhodi Jones, *Speaking and Listening* London : The Bath Press, 1989), P.15

about one's own contribution, producing that contribution, producing that contribution, monitoring its effect and soon.<sup>32</sup>

Nunan in Dash and Bipin states "Speaking is a productive oral skill and it consists of producing systematic verbal utterances to convey meaning. Speaking is the way in which we express or exchange thoughts and feelings through using language. Harmer notes down that from the communicative point of view, speaking has many different aspects including two major categories accuracy, involving the correct use of vocabulary, grammar, and pronunciation praised through controlled and guided activities and fluency, considered to be the ability to keep going when speaking spontaneously. Language knowledge and skill in using these are considered two fundamental elements of an effective communication. Among the elements the following are the necessary elements of an effective communication."<sup>33</sup>

According to Nunan, the successful oral communication involves developing:

- a. The ability to articulate phonological features of the language comprehensibly
- b. Mastery stress, rhythm, intonation patterns
- c. An acceptable and interpersonal skills
- d. Transactional and interpersonal skills
- e. Skills in taking short and long speaking turn

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<sup>32</sup>Ratih Kemala Martha, and Havid Ardi, *Teaching speaking fluency by using readers' teathre strategy to studentsat senior high school*. Vol.2, 2013, P.3

<sup>33</sup>Bihari Dash, Bipin, *A Study of Improving English Speaking Skills Through English Reading Skills*, VSRD, vol 4, 2013, P.67

- f. Skills in the management of interaction
- g. Skills in negotiating meaning
- h. Skills in knowing about the negotiating purposes for conversations.<sup>34</sup>

The people deliver their aim by using their aural and oral skill, and people can convey everything information with the good language. Byrne states that, “Oral communication (or speaking) is a two-way process between the speaker and the listener and involves the productive skill of speaking and receptive skill of understanding.”<sup>35</sup> Furthermore, speaking well can give effective communication.

Speaking is an interactive process of meaning construction that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs. Including the physical environment and the purpose for speaking it’s often spontaneous open-ended and involving. However speech is unpredictable.<sup>36</sup>

Meanwhile, Tarigan defines that, “Speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions, or feelings”.<sup>37</sup> Based on the definitions, Speaking is the process of communication and sharing the thought, feeling with another person. And to deliver the idea or opinion the speaker need the speaking ability. According to

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<sup>34</sup>David Nunan, *Designing Task For Communicative Classroom*. (New York: Cambridge University Press, 1989), P.32

<sup>35</sup>Bonn Byrne, *Teaching Oral English*, New York: Longman, 1998, P.8

<sup>36</sup>Mc. Donough and Christopher, *Material and Method in ELT* ( London: Black Well, 2003), P.12

<sup>37</sup>Henry G. Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1981), P.4

Hall in Rubiati states, speaking is an ability that is taken for granted learned as it is through process of socialization through communicating.<sup>38</sup> In short, speaking is communication way to deliver the opinion and express idea. Because of that student should be master the speaking and aspect of the speaking. However speaking is the important skills and the teachers have to use English when opening communication of the class and give all of them the occasion to speak English naturally in the classroom.

## 2. The components of speaking

According to Hughes, there are five components of speaking, namely:

- a. Pronunciation
- b. Grammar
- c. Vocabulary
- d. Fluency
- e. Comprehension<sup>39</sup>

### a. Pronunciation

According to Hornby, pronunciation is the way in which a language is spoken, the way in which a word is pronounced, and the way a person speak the words of language.<sup>40</sup> It is the way for students to produce clear language when they speak. Pronunciation is very important in

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<sup>38</sup>RichaRubiati, *Improving Students' Speaking Skills through Debate Technique* Vol: V, No: 1, 2010, P.8

<sup>39</sup>Hughes, *Testing for Language Teachers*. ( New York: Cambridge University Press, 2003), P.118

<sup>40</sup>Hornby, *Oxford Advanced Learner Of Current English*.(Oxford: Oxford University Press, 1995), P. 928

speaking since it influences the meaning of a word. If students do not use appropriate pronunciation in speaking, they can produce different meaning.

b. Grammar

Grammar is one of language components. According to Hornby, grammar is the rules in a language for changing the form of words and combining them into sentences.<sup>41</sup> Using the correct grammar makes someone know the real meaning of the sentences.

c. Vocabulary

Vocabulary is an important aspect in learning a language. A language learner cannot communicate or express his or her ideas either in spoken or written form if he or she does not have sufficient vocabulary. According to Hornby vocabulary is the total number of the words in a language.<sup>42</sup> It means that vocabulary plays that important role in speaking.

d. Fluency

Speaking is an activity of reproducing words orally. It indicates that there is a process of exchanging ideas between speaker and listener. According to Hornby, fluency is able to speak or write a language of perform

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<sup>41</sup>Hornby, *Oxford Advanced Learner Of Current English*.(Oxford: Oxford University Press, 1995), P. 517

<sup>42</sup>Hornby, *Oxford Advanced Learner Of Current English*.(Oxford: Oxford University Press, 1995), P. 1331



an action smoothly or expressed in a smooth and accurate way.<sup>43</sup> In speaking, fluency makes us easy to understand the meaning. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only small number of pauses. These signs indicate that the speaker does not spend a lot of time searching for the language items needed to express the message.

#### e. Comprehension

According to Hornby, comprehension is the power of understanding or an exercise aid at improving or testing one understands of a language (written and spoken).<sup>44</sup> It indicates that in comprehension the speaker and listener have to understand what the intended meaning of the speaker when he or she says something. In speaking, comprehension is certainly required so that the speaker can initiate the communication and the listener can respond it. It is important to avoid misunderstanding between a speaker and a listener. Indeed, communication can go smoothly.

### 3. The Functions of Speaking

According to Brown Yule, as quoted by Richard, “The functions of speaking are classified into three: they are talk as interaction, talk as transaction, and talk as performance.”<sup>45</sup> Each of these speech activities is quite

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<sup>43</sup>Hornby, *Oxford Advanced Learner Of Current English*.(Oxford: Oxford University Press, 1995), P. 427

<sup>44</sup>Hornby, *Oxford Advanced Learner Of Current English*.(Oxford: Oxford University Press, 1995), P. 235

<sup>45</sup> Jack Richards, *Developing classroom Activities; From Theory to Practice*. [www.professorjackrichard.com](http://www.professorjackrichard.com) (accessed 12 November 2014)

distinct in term of form and function and requires different teaching approaches. Below are the explanations of the function of speaking:

1. Talk as interaction

Being able to interact in a language is essential. In Fact, much of our daily communication remains interaction. This refers to what we normally mean by “conversation”. The primary intention is to maintain social relationship.

2. Talk as transaction

This type talk or speaking refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participant and how they interact socially with each other. In transaction, talk is associated with other activities.

3. Talk as performance

This refers to public speaking, that is, talk which transmits information before an audience such as morning talk, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog. Of ten follows recognizable format and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are giving a class report about a school trip, a debate class, class presentation.

#### 4. Teaching Speaking

According to Hornby, teaching means giving the instruction to a person: give a person (knowledge skill, etc). While speaking means to make use of words in an ordinary voice.<sup>46</sup> So, teaching speaking is giving instruction to a person in order to communicate.

Tarigan defined that speaking is a language skill developed in child life, which is preceded by listening skill, and at that period speaking skill is learned.<sup>47</sup> It means that speaking is the base language. The process of speaking skill has happened or proceeded by listening skill. Increasing listening skill is very beneficial for speaking ability.

The goal of teaching speaking skills is to communicate efficiently. Learners should be able to make themselves understood, using their current proficiency to the fullest. Learners should try to minimize the confusion in the message, like the faulty about pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

So, teaching speaking is the way for students to express their emotion, idea, communication needs, interact to other person in any situation, and influence the other. Because of that, in teaching speaking skill it is very important to have clear understanding involved in speech.

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<sup>46</sup>Hornby, *Oxford Advanced Learner Of Current English*.(Oxford: Oxford University Press, 1995), P. 37

<sup>47</sup>Henry G. Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*. (Bandung: Angkasa, 1981), P.3

## C. Speaking Fluency

### 1. The definition of speaking fluency

Fluency is the ability to produce written or spoken language with ease, to communicate effectively and smoothly, not necessary with perfect grammar or pronunciation.<sup>48</sup> Fluently aspect is about spontaneously in speaking, that does not look at the correct grammar, but its focus to the message or information from speaker. According to Richard, Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence.<sup>49</sup>

Brown states that fluency is about automatizing the language knowledge. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not spend a lot of time searching for the language items needed to express the message.<sup>50</sup>

Fillmore defined four abilities of speaking fluently:

- a. the ability to talk at length with few pauses
- b. be able to produce the sentences coherently, reasoned and semantically
- c. have appropriate expressions in a wide range of contexts
- d. Be creative and imaginative in language use.

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<sup>48</sup> Roger Gower and Friends, *in teaching practice "A Handbook for Teachers in Training"*, Thailand: Macmillan, 2005, p.210

<sup>49</sup> Richard J.C, *Teaching Listening and Speaking: From Theory to practice* (Singapore:2009), P.14

<sup>50</sup> Brown J.D, *Promoting fluency in EFL Classromm.*(Japan: Kyoto Institute of Technology, 2003), P.16

## 2. Aspect of speaking fluency

Nation provided two aspects of fluency:

- a. Speed and flow of language production.
- b. The degree of control of language items, i.e. pausing, rhythm, pronunciation and stress; and the way of content interrupting is the last one.<sup>51</sup>

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<sup>51</sup> Yang Yingjie, *International Journal of Research Studies in Language Learning*.(Australia: University of Southern Queensland, 2014), P.58

## **CHAPTER III RESEARCH METHOD**

### **A. Research Design**

The method used in this study was qualitative. The aim of qualitative methods is to describe the result of this research. Qualitative research by Mulyana is research using the scientific method to reveal a phenomenon by describing the data and facts through words more thoroughly the subject of research.<sup>52</sup> According to Sugiyono, qualitative research method is a method that is based on the post positivism, used to examine the condition of natural objects, (as it opponent was an experiment) where the researcher is a key instrument, making data source is purposive and snowball, data collection techniques by triangulation (the combined), data analysis is inductive/qualitative and qualitative research result further emphasize the significance of the generalization.<sup>53</sup>

#### **1. The error analysis study**

Richards states that error analysis is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties

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<sup>52</sup>Mulyana and Deddy, *Metodologi Penelitian Kualitatif*. (Bandung: Remaja Rosdakarya, 2008), P.151

<sup>53</sup>Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Rineka Cipta, 2012), P.15

in language learning, as an aid in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis.<sup>54</sup>

Another concept of error analysis is given By Brown. He defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.<sup>55</sup> It seems this concept is the same as the one proposed by Crystal; a.<sup>56</sup> The three definitions above clarify that error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. Another thing, which should be noticed, is the procedure of error analysis.

## **2. The speaking materials**

**IAIN ZAWIYAH COT KALA LANGSA**  
**FACULTY OF TARBIYAH AND TEACHER TRAINING**  
**SYLLABUS**

Study Program	: English Language Education
Course Title	: Speaking III
Course Code	: PBI 506
Semester/Unit	: V / 1, 2, 3

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<sup>54</sup>Richards. J.C, *Error Analysis*.(London: Longman,1973), P.96

<sup>55</sup>Brown H.D, *Principles of Language Learning and teaching*. (New Jersey: Prentice Hall, 1980), P.166

<sup>56</sup>Crystal D, *The Cambridge Encyclopedia of Language*. (Cambridge: Cambridge University Press, 1987), P.112

Credit : 2 credit points  
 Lecturer : Muslem, S.Pd.,M.Pd., M.TESOL

### Course Description

This course is aimed at developing the students' skill and competence in expressing their ideas, thoughts and feelings in more formal ways (introduction to formal English use in various public speaking activities) in nonacademic settings. Fluency, accuracy, communicativeness, and appropriateness should be focused on. The topics include delivering speeches, chairing a meeting, conducting discussions, being master of ceremony, telephoning, guiding, interviewing, reporting (Host of a TV program), giving a press conference, and debating. The activities cover mostly speaking practices, some lectures and discussions. The evaluation on the students' achievement is based on the students' speaking performance in the classroom activities, in mid test, final test and their classroom attendance as well as participation.

### Course Objectives

Upon successful completion of the course, the students should be able to comprehend and master all materials theoretically as well as practically.

### Course Outline

Session	Topics
1	Introduction to the course: discussion of the course outline
2	Personal opinions / Conducting discussion
3	Chairing a meeting
4	Making reports and planning (Being a TV Reporter)
5	Discussing holidays and guiding
6	Describing problems and reporting (Host of a TV program)
7	Being a master of ceremony
8	Giving a short talk
9	MID-TERM EXAMINATION
10	Comparing personal, national and international attitudes/ behavior
11	Seeking and sharing information and opinions



12	Exchanging and sharing knowledge
13	Interviewing
14	Giving a press conference
15	Delivering speeches
16	Delivering speeches
	FINAL EXAMINATION

### Assessment

- Attendance	: 10 %
- Active participation	: 10 %
- Assignment (Classroom speaking activities)	: 15 %
- Mid-Term test	: 25 %
- Final test	: 40 %

The learning material that will be analyzed in this research about “**Giving a short talk**”.

### 3. The error indicators

Error occurs for many reasons. One of strategies to prevent students making the same error again and again is by looking at the error itself. In discussing error, Corder claims there are three major causes of error that arise in second language learning. These errors are *Transfer Errors, Analogical Errors, and Teaching Induced Errors*.<sup>57</sup> Learning mother tongue is different with learning a foreign language. The students’ foreign language makes some errors in learning foreign language. As signs of learning failure and, as such, not to be willingly tolerated. So, we must analyze what kinds of causes of errors that happen to students. In discussing causes of errors, it is said that

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<sup>57</sup>as quoted by Peter Hubbard, et al., *A Training Course for TEFL*. (New York: 1983), P.140

there are two major causes of errors namely L1 Interference, and the second Developmental Errors.<sup>58</sup>

a. L1 Interference

Students who learn English as a second language have a deep knowledge of one other language, and the first language (L1) and English come into contact with each other's there are confusions which provide errors in a learner's use of English. This can be at level of sounds, example: *She who is sitting on my chair; "I've finished"* is heard as *"I finished"* The beginning stage of learning a second language is characterized by a good deal of mother tongue interference (from native language). In this early stage, before the system. The soundsystem (phonology) and the grammar of the first language impose themselves on the new language and this leads to a 'foreign' pronunciation, faulty grammatical patterns and, occasionally, to the wrong choice of vocabulary.

b. Developmental Errors

Foreign language students make the same kind of 'developmental' errors as well. This account for mistake like: *"She is more nice than him"*, where the acquisition of morecomparative is over-generalized and then mixed up with the rule that the student has learnt that comparative adjective+er. Error of this kind is part of a natural acquisition process. When second language learners make errors, they are demonstrating part of the natural process of language learning.

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<sup>58</sup> Jeremy Harmer, *The Practice of English Language Teaching*, 3<sup>rd</sup> edition. (London: Longman, 1986), P. 99-100

#### 4. The Speaking Rubric

##### Oral Presentation Rubric: Short Talk

Teacher Name : \_\_\_\_\_

Student Name : \_\_\_\_\_

CATEGORY	4 Admirable	3 Exceptional	2 Fair	1 Needs Improvement
Preparedness	Student was completely prepared and had obviously rehearsed	Student seemed pretty prepared but might have needed a couple more rehearsals.	Student was somewhat prepared, but it is clear that rehearsal was lacking.	Student did not seem at all prepared to present.
Enthusiasm	Student's facial expressions, body language, and voice indicated a strong interest in and enthusiasm for the topic.	Student's facial expressions, body language, and voice indicated interest in and enthusiasm for the topic most of the time.	Student's facial expressions, body language, and voice indicated some interest in and enthusiasm for the topic.	Student's facial expressions, body language, and voice failed to indicate interest in and enthusiasm for the topic.
Speaks Clearly	Student spoke clearly and distinctly all (100-95%) the time, and mispronounces no words.	Student spoke clearly and distinctly most of (90-75%) the time, but mispronounces 1-2 words.	Student spoke clearly and distinctly some (50-30%) of the time, but mispronounces more than 2 words.	Student often mumbled or could not be understood OR mispronounced many words.
Voice, Projection, Fluency, & Pauses	Student projected his/her voice well and spoke	Student's speech showed appropriate voice	Student's speech showed appropriate voice	Student's speech did not show appropriate

	naturally and fluently, with appropriate pauses.	projection, fluency, and pauses most of the time.	projection, fluency, and pauses only some of the time.	voice projection, fluency, and pauses.
Use of Notes	Student used notes effectively all (100-95%) of the time, referring to them only when necessary.	Student used notes effectively most (90-75%) of the time, referring to them several times.	Student often referred to the notes, sometimes reading from them.	Student read from the notes to present his/her talk.
Sentence Structure & Vocabulary	Student used completed sentences as well as appropriate word choice and word forms all (100-95%) the time.	Student used completed sentences as well as appropriate word choice and word forms most (90-75%) of the time.	Student used completed sentences as well as appropriate word choice and word forms some (50-30%) of the time.	Student rarely used completed sentences and made many mistakes in word choice and word forms.
Posture and Eye Contact	Student stood up straight and looked relaxed and confident. Student establishes eye contact with everyone in the room during the presentation all (100-95%) of the time.	Student usually stood up straight and established eye contact with the audience members during the presentation most (90-75%) of the time.	Student stood up straight and established eye contact with the audience some (50-30%) of the time.	Student slouched and/or did not look at people during the presentation.

## 5. The Research Location (*population & samples*)

In this study, the researcher did the research in IAIN Zawiyah Cot Kala Langsa, Jl. Meurandeh Kota Langsa - Provinsi Aceh. The researcher took this location to do research because in this college has English department as one of some department there. In addition, the researcher is a student in that place.

### a. Population

Hadari Nawawi said in Margono's book, Population is the whole object of research that consists of people, objects, animals, plants, symptoms, test scores or events as a source of data that have certain characteristics in a study.<sup>59</sup>

In this research the population is got from students Fifth Semester of PBI FTIK IAIN Zawiyah Cot Kala Langsa. The students English department of Fifth Semester has three units, there are 73 students as population for this research. There are 10 male and 63 female.

### b. Sample

The sampling is technique to take sample. According to Sugiyono, sample is a fraction of the number and characteristics possessed by this population.<sup>60</sup> In this study, the researcher take all population to sample, it is called sampling *jenuh* (solid). The sampling that is called *jenuh* if all population become sample, such as all of teachers at the school or all of

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<sup>59</sup>Margono, *Metodologi Penelitian Pendidikan*. (Bandung: Rineka Cipta, 2007), P.118

<sup>60</sup>Sugiyono, *Metode Penelitian Bisnis*. (Bandung: Pusat Bahasa Depdiknas, 2008), P.116

doctors at the city.<sup>61</sup> Meanwhile, Arikunto said, the determination of the sample as follows:

“If less than 100, better taken all until the research population. If a large number of subjects can be taken between 10-15% and 20-55%.<sup>62</sup> Because of the population in this research has three units and the totality is 73 students English Department who active in speaking class of fifth semester, so the writer would to take one of unit to object population to get representative in result. The researcher chose unit 3 (three) who has 25 students.

## **B. The Procedure of Data Collections**

### **1. Class Practices**

The researcher plans some steps in conducting research. In this research the researcher used a technique collecting data observation, and interview. Observation by Sugiyono, is a data collection techniques that have specific characteristics compared to other techniques, that is interview and questionnaire. If the interview and questionnaire always communicate with people, the observation is not limited to people, but also on natural objects to another.<sup>63</sup> According to Kahn and Cannel describe interview as conversation with a purpose, it may be the overall strategy or one of several methods employed in a study. Interviewing varies in terms of a priori structure and in

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<sup>61</sup>S.Nasution, *Metode Research: Penelitian Ilmiah*.(Jakarta: BumiAksara, 2008), P.100

<sup>62</sup>Arikunto, *Metodelogi Penelitian*.( Yogyakarta: Bina Aksara, 2006), P.116

<sup>63</sup>Sugiyono, *Metodelogi Penelitian*. (Bandung: Rineka Cipta, 2009), P.203

the latitude the interview has in responding to questions. An interview is useful way to get large amounts of data quickly.<sup>64</sup>

In this study, the observation to students, the observation is done during the learning process takes place in the speaking classroom, the purpose to get more important information students' speaking ability, or no matter what causes students not fluent in speaking English. While the interview conducted to lecturer who hold the course of Speaking, especially speaking III. Interview conducted contains about teaching methods, systems of assessment, students' skill in speaking, and the other.

## **2. The Documentation**

According to Arikunto, documentation is to find and collect data on things such as notes, transcripts, books, newspapers, magazines, minutes, rapport agenda and, etc.<sup>65</sup> Arikunto also said about method of research. Method of research is the means used by researchers to collect data research. Based on the understanding that it can be said that the research method is the means used to collect the data needed in the research.<sup>66</sup>

The result of the research through observation and interview will be described in documentation. Then the data that had been documented, then analyzed in order to get maximal results.

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<sup>64</sup>Catherine Marshal, *Designing Qualitative Research*, P.108

<sup>65</sup>Arikunto, *Metodelogi Penelitian*.( Yogyakarta: Bina Aksara, 2006), P.158

<sup>66</sup>Arikunto, *Metodelogi Penelitian*.( Yogyakarta: Bina Aksara, 2008), P.136

### **C. The Procedure of Data Analysis**

The researcher collects the information through observation and interview as the research data and then analyze. The analysis is done to find out error of students' in speaking fluency.

#### **1. Observation**

Observation data analysis done since entering the classroom, starting with seeing and observing the students who are appearing in the speaking English in front of the class which is the object of research observation. After observing the students who do speaking English in front of class, then the next step is to make a conclusion from these research, in order to determine the ability nor the students' error in speaking English.

#### **2. Interview**

Data analysis started with in depth interview with informant, that is lecturer of speaking III, his name is Muslem, S.Pd.,M.Pd., M.TESOL. After conducting interview, data analysis begins with creating a transcript of the interview by ways of playing back recordings of interviews, listen carefully, and then write the words that correspond to hear that there is on the record. After the researcher write into the interview transcript, subsequent researcher read back that have been written into the transcript. Then the researcher took or writes information that is useful within the context of the problem.



## **CHAPTER IV FINDING AND DISCUSSION**

In this chapter, the researcher discussed the finding and discussion. It started with displaying of the obtained data and followed with a discussion of research result.

### **A. Research Findings**

#### **1. The result of interview**

The researcher explained the result of research. The activity was done on December 2016 at IAIN Zawiyah Cot Kala Langsa. Distribution of the interview was to be filled out by a lecturer of speaking III as respondent or informant, his name was Muslem, S.Pd.,M.Pd., M.TESOL.

These were the list of questions on Speaking III subject related to the problems and difficulties faced by students:

- Q : Do you have a guide in teaching speaking, especially speaking III ?
- A : Yes, I have the syllabus, SAP/Lesson plan, and guidance books for students' learning.
- Q : Then, when teaching speaking III subject, what is the method you use to deliver learning materials to students?
- A : I used a method of CLT (Communicative Language Teaching), there is a variety of approaches that I used, namely Roleplay, Pairwork, and Groupwork.
- Q : Then, what about the students' response when you teaching in the class? Do they like the teaching method you used?
- A : Students are responding with the methods and approach that I used. They are happy and they are

showing they are interested in speaking activities in the class.

- Q : How do you condition the classroom when you teaching?
- A : In every meeting students are always ready conditioned, sometime in pair work, sometime in group work and role-play. Definite the class was really fun, they really enjoy the class and the atmosphere was very supportive to their practice speaking III.
- Q : What the most difficult problem you have experienced when you teaching?
- A : The hardest problem is almost non-existent. There is a little problem students in the pronunciation alone there is a little, there may be some students who still substandard, but they generally is fluently.
- Q : What barriers or obstacles that you often encounter when you teaching?
- A : Constraints that often I found in pronunciation. They sometimes there was still any vocabulary they said wrong.
- Q : So far, how do you know the student's ability in speaking English?
- A : Good, good ability all of the students score above average in want, I saw they were good.
- Q : What are the difficulties faced by students in speaking English?
- A : Difficulties may often get the students was still in pronunciation, but not so many mistakes that I found, there may be some that are still less precise vocabulary that students said.
- Q : Is vocabulary also affecting the students' fluency in speaking English?
- A : Yes, vocabulary greatly affects speaking, because if the pronunciation is wrong then the listener is also misunderstood.
- Q : Then, are that what causes students is not fluent in speaking English?
- A : Certainly vocabulary and pronunciation. If the vocabulary is less, then the pronunciation is also less, they will be hard to speak, then how students express ideas or ways students can express ideas appropriate to the topic being discussed. I think it's an obstacle.<sup>67</sup>

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<sup>67</sup>The result of interview date 15 december 2016, with Muslem, S.Pd.,M.Pd., M.TESOL, the lecturer of Speaking III subject in IAIN Zawiyah Cot Kala Langsa.

- Q : What errors often arise when students are speaking English?
- A : It still remains in the pronunciation then perhaps body language in speaking with pair works or role-plays activity.
- Q : How do you find out the errors of the students are speaking English?
- A : Automatically when students practice speaking, I immediately found errors that students do the speaking, and usually my fix mistakes the student after the student activity speaking.
- Q : In your perspective, is there any solution so students become easy to speaking English with good, right, and fluent?
- A : To speak English fluently, if the skill the important is 2 skills beforehand, namely listening and speaking. Then the most important is component. Component of language was very necessary, namely pronunciation, grammar, and vocabulary.
- Q : What skills should be owned so that students can speak English with fluently?
- A : If the skills include grammar, vocabulary and pronunciation. That's three skills or component of language is essential to support the students' speaking fluency, then one more skill, namely listening. Listening is also very important, because when students speaking if one does not understand the speaker uttered by interlocutor it will be difficult to be a very strong interaction.
- Q : How does the assessment system in the speaking subject?
- A : I give the assessment to the students during my students practice speaking, when I give assignments to students I often assessment the ongoing process, and I also give value after students speaking performance. Both with pair work, role-play, and group work are practiced.
- Q : In the students' speaking ability, is there any among them who are able to master your assessment standard, or are nearing your assessment system?
- A : In general already above the standard that I give all students score is above average.
- Q : Is a confidence of students can support their speaking fluency when they were speaking?

A : Yes surely, confidence strongly supports them, also very motivating to them so that they are fluent in the speaking.<sup>68</sup>

The list above was the interview that was given by respondent or informant to answer all of the questions about the problem of speaking fluency. Through the interview with the lecturer Speaking III subject, the researcher found out information about what things are made of students not fluent in speaking English, and from the result of the interview, the researcher also found the solution to the problem of students who are not fluency in speaking English, so that they become fluent English.

In teaching speaking III subject, a guide used by Mr. Muslem, S.Pd.,M.Pd., M.TESOL that there were SAP/lesson plan, syllabus, and guidance books. Then the method in teaching speaking III, using the method of CLT (Communicative Language Teaching) with some approach, including pairwork, roleplay, and groupwork. The learning method used included a very effective method, because of the method and approach and the students became enthusiastic in learning speaking III, and all of it was visible when they were learning in the classroom. The resulting impact was also very good with using CLT as a method of speaking III, according to the lecturer speaking III is Mr. Muslem, S.Pd.,M.Pd., M.TESOL, he saw very big improvement, and he also saw the results were very good, with good speaking students increases. Once in the classroom, students were ready to be conditioned, either in pair work, role-play or group work. All of the students

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<sup>68</sup>The result of interview date 15 december 2016, with Muslem, S.Pd.,M.Pd., M.TESOL, the lecturer of Speaking III subject in IAIN Zawiyah Cot Kala Langsa.

really enjoyed the atmosphere in the classroom and it was also very encouraging students to train them to become fluent speaking.

When teaching speaking III subject, informant hardly met the most difficult problems they faced, there was little problem, namely the problem of students in pronunciation only. There were some students who were not fluent in speaking English. But some students were already fluent in the English language. Obstacles often found also in pronunciation, because students were sometimes still wrong in pronouncing vocabulary. However, students' ability in speaking was very good, although sometimes substandard.

When students were performing in front of the class students often experience difficulties in pronunciation, but not so many errors were found, the only vocabulary was still not quite right when they were speaking. Vocabulary also greatly affects the students' speaking fluency. The listener would misunderstand the meaning and intent delivered speaker. Things that cause students not fluent in speaking the English language were that surely is the vocabulary and pronunciation. If we do not master the vocabulary, or vocabulary is less, and our pronunciation is not correct, it would make us hard to speak English. Automatically this would also make it hard to express ideas appropriated to the topic being discussed or debated, and we cannot express what we wanted to convey to others.

It was easy to find out the errors of students when the student is speaking English, that is by seeing students perform speaking would

immediately found out an errors made while speaking students and the most common errors encountered is in vocabulary and pronunciation. According to Mr. Muslem, S.Pd.,M.Pd., M.TESOL, the solution to enable students to became fluent in speaking English was must master the three most important components. This included into the three components, namely vocabulary, pronunciation and grammar. It was also the third component in speaking very supportive in the students' speaking fluency. However, he added there was one skill that is also important, namely listening. Listening was also important because as students were speaking; if one speaker not understands by his interlocutor it would be difficult to be a very strong interaction.

In general, students were passable who scored above average standardized assessment that was currently used. Students have the confidence that great, so it was also can support them and motivate them in fluent.

## **2. The Result of Observation**

The observation was done in December 2016. The researcher did observation in Speaking III subject class when the students practice speaking English in front of the class. The observation was done in unit 3 at the fifth semester FTIK IAIN Zawiyah Cot Kala Langsa, and the students there were 25 students.

**TABLE 1**  
**THE ERROR ANALYSIS OF WORDS**  
**(PRONUNCIATION AND VOCABULARY)**

<b>NO</b>	<b>STUDENTS</b>	<b>FREQUENCY OF ERROR</b>	<b>THE WORDS ERROR</b>
1	NS	2	Work, Great
2	AI	2	Love, Campus
3	KC	2	Write, Duty
4	MR	2	Judge, Cover
5	HD	3	Wrong, High, Six
6	MD	2	Riding, Race
7	RF	3	About, Dream, Grass
8	DH	3	Now, Old, Start
9	DB	3	Department, Here, Way
10	DDA	2	Difficult, Life
11	FUR	3	Afternoon, hour, Kitchen
12	HY	4	Just, See, Where, fast
13	KR	4	Go, Think, Cooked, bathroom
14	LD	3	Very, Because, Download
15	NA	4	Go, May, Now, Tomorrow
16	NJ	5	Off, Hangout, Drive, Chair, Fall
17	PR	1	Of course
18	RK	2	Holiday, again
19	RN	3	Thank, She, focus
20	RM	2	Fine, listening
21	SW	2	Same, Hope
22	SH	3	First, Museum, How
23	NU	3	Something, Walk, Finish
24	RY	2	Wait, Report
25	YM	2	Meet, Food

TOTAL	67 error words
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The table above was the result of observation research and describes the errors of students' in speaking English, the error was an error in the words that have been generated by the students when students were practice speaking English in front of the class. Overall, the students did made errors in pronunciation and vocabulary, either one word, two words or more. The total of error words is 67 words. According to the table above, the students who made errors just one word in pronunciation was only one student, the students initial was PR. Then the students who commit two errors in pronunciation and vocabulary the total of 11 students, and the initials of students were NS, AI, KC, MR, MD, DDA, RK, RM, SW, RY, and YM. Furthermore, students who commit three errors in pronunciation and vocabulary words the total of 9 students, and the initials of students were HD, RF, DH, DB, FUR, LD, RN, SH, and NU. After that student who commits four errors in pronunciation and vocabulary the total of 3 students, with the initials HY, KR, NA, and latter were the most make error, there were five errors in pronunciation and vocabulary, there was one student, and the initial of the student is NJ. Every student has each other's errors in pronunciation and vocabulary, an errors unknown when the students were perform speaking English in front of the class.



**TABLE 2**  
**SPEAKING ASPECTS**

In the table below about speaking aspects explained if the students get the highest score in one aspect of speaking, the students achieved a score 25, and in the aspect of speaking there are four aspects, namely vocabulary, pronunciation, fluency and grammar. Then, if students always get score 25 in the fourth aspect, the students get a value of 100, which details score  $25 \times 4 = 100$ .

No	Aspects	The Performance criteria	Score
1	Vocabulary Enrichment	Accurate vocabulary mastery, not much effort searching for words, consistently accurate pronunciation, and intonation varied.	25
		Use the right vocabulary, sometimes searching for the right word, to speak confidently with good pronunciation intonation.	20
		In general the use of a good vocabulary, searching for the right words, pronunciation and intonation are good.	15
		There are some errors vocabulary which sometimes interfere with communication.	10
		Expression is limited, some pronunciation mistakes, and limited, there are some serious errors of pronunciation.	5
2	Good pronunciation	Clear and effective communication, there is a pause unintentional, few interruptions but the	25

		<p>clear intention of delivering.</p> <p>Communications competent, can be understood a little trouble, using the language to meet the needs of the information and explanations, some interruptions is required, a longer pause to find the right one.</p> <p>Basic communication, short conversations, asks for and conveys information by simple terms, pause long enough.</p> <p>Full communication with pauses, stammering delivery.</p> <p>No communication is understandable.</p>	<p>20</p> <p>15</p> <p>10</p> <p>5</p>
3	Fluency	<p>Clear and effective communication, there is a pause unintentional, few interruptions but the delivery is very clear intent.</p> <p>Communications competent, can be understood with little trouble, using the language to meet the needs of the information and explanations, some interruption is required, a longer pause to find the right words.</p> <p>Basic communication, short conversations, asks for and conveys information in terms that are simple, clear but quite long.</p> <p>Full communication with pauses, stammering</p>	<p>25</p> <p>20</p> <p>15</p> <p>10</p>

		delivery.  No communication is understandable	5
4	Grammatical	Mastery of grammar are accurate, very few errors, the accuracy of a well structure of language.	25
		High degree of accuracy, fewer errors but mostly grammatical sentence correctly.	20
		Fluent in the language, very few pauses the conversation, the general meaning is clear, little impaired in speech.	15
		In general use of grammar was good, a bit of grammar errors, but only one or two of confusion.	10
		There are some grammatical errors; some errors lead to serious confusion.	5

**Sheet Observation result**  
**The student's skills in Speaking**

No	Name of student	Aspects observed				Σ Score
		1	2	3	4	
1	NS	15	20	15	15	65
2	AI	20	20	15	15	70
3	KC	15	20	15	15	65
4	MR	20	20	15	20	75
5	HD	10	15	15	15	55
6	MD	10	20	15	15	60

7	RF	20	20	15	15	70
8	DH	20	20	15	20	75
9	DB	20	20	20	15	75
10	DDA	25	20	20	20	85
11	FUR	15	15	20	15	65
12	HY	10	15	15	15	55
13	KR	10	15	15	10	50
14	LD	25	15	20	15	75
15	NA	10	10	15	10	45
16	NJ	10	10	10	10	40
17	PR	25	25	25	20	95
18	RK	15	20	20	20	75
19	RN	25	20	15	15	75
20	RM	25	15	15	20	75
21	SW	15	20	15	15	65
22	SH	15	15	10	10	50
23	NU	20	15	15	15	65
24	RY	25	20	15	15	75
25	YM	20	20	20	15	75

Information:

Score: 90 – 100	excellent
75 – 89	Good
65 – 74	Fair
<65	Poor

No	SCORE	ABILITY	STUDENTS
1	90 – 100	Excellent	1
2	75 – 89	Good	10
3	65 – 74	Fair	6
4	<65	Poor	8

Based on the data above is the data from the result of observation, the researcher can concluded that students who get a score <65 are 8 students, so they belong to the least ability in speaking English fluency. The eight students were the

initials HD, HY, KR, NA, NJ, SH, NS, and MD. Then who get a score range of 65-74 there were 6 students. They were included into class Fair, which means it has a slightly better ability to speaking English, and it has been a bit fluent in speaking English, and their initials AI, KC, RF, FUR, SW and NU. Furthermore, students who belong to the category Good that there were 10 students, who achieved a score between 75-89. Students who included into the category of good was the students' speaking ability already included Good, and included in speaking English fluently. Students who get good category's initials MR, DH, DB, DDA, LD, RK, RN, RM, RY, and YM. The finally, the score range of 90-100, which belong to the class of this class was excellent just one student, this student initials PR. She has included students who speaking ability of its best, and most fluency. She has been proved to be her quality speaking was excellent, her grammar was also very good, and her words were easy to understand.

## **B. Discussions**

In this research, the researcher used two instruments, namely interview and observation. Research has been carried out for nearly three weeks in the month of December 2016. The research interview was conducted with a lecturer speaking III subject, he was Muslem, S.Pd.,M.Pd., M.TESOL, and observation conducted to observed the students' skills in speaking English. This observation was done in unit 3 at fifth-semester IAIN Zawiyah Cot Kala, the number of students was 25 students.

Based on the research described above, the researcher collected data through interview and observation. The researcher conducted the interview with a lecturer speaking III subject, on the problems and mistakes often made by students when students were speaking English in front of the class, and the teaching method used in the speaking III subject. Then the researcher did a second data collection, which made the observation to the students while they were performing or practice in front of the class.

Through the interview with the lecturer speaking III, the researcher can infer about the problems students why not fluent in speaking English. In addition, through the results of the interview, the researcher also found out information in method of teaching, guidelines, and assessment systems in the course of speaking III taught a course in speaking III, Mr. Muslem, S.Pd,M.Pd, M.TESOL using SAP/lesson plan, syllabus, and guidance book as a guide in teaching speaking III subject. The method used in teaching speaking III subject was the method of CLT (Communicative Language Teaching), with some approaches which pair work, role-play, and groupwork. All the material taught to students was in accordance with the SAP/lesson plan and syllabus. By using these methods, can support students was to be fluent in speaking English. The method was also very effective, because the method of CLT (Communicative Language Teaching) students became very enthusiastic in practice speaking English, and student interest were very good when students were learning. The impact produced by the method and the approach was very good and very large. Results speaking students was be increased and very good. Students also were responding lesson well when lecturer

delivered lessons. Students were always ready to be conditioned, either when professors used approach pair work, role-play, and groupwork in every meeting. The classroom atmosphere was fun also support students in speaking to train them to become fluent in speaking English. At the time of speaking teaching III, hardly found the most difficult problems faced by students, there were few problems, namely the problems of students in pronunciation only. There were some students who were not fluent in speaking English. But some were already fluent in the English language. Obstacles often found also in pronunciation, because students were sometimes still wrong in pronouncing vocabulary. However, students' ability in speaking was pretty good, although sometimes substandard.

While students were performing in front of the class, students often have difficulty in pronunciation, but their error was not so much to be found, only the vocabulary that is still not quite right when the students say. Vocabulary also greatly affects the smooth speaking students. Because if the pronunciation is wrong, there will be an error to the listener. The listener will misunderstand the meaning, purpose, and goals presented by the speakers. Things that cause students not fluent in speaking English are vocabulary and pronunciation. If not controlled vocabulary, or lack of vocabulary and pronunciation us also not correct, it would made us hard to speak English. Automatically these made it difficult to express ideas appropriate to the topic being discussed in learning materials, and we were also cannot deliver what we wanted to convey to others.

To find out the errors student when the student was speaking English, which was a way to see and pay attention to students when performed, errors

would be immediately found, and the most common errors encountered was in vocabulary and pronunciation. According to Mr. Muslem, a solution to enable students was to become fluent in speaking English that students should master the three most important components. Which included the three components, namely vocabulary, pronunciation, and grammar? It was also the third component in speaking very supportive in the smooth speaking students. However, he added that there was one skill that was also important, namely listening. Listening was also important because as students were speaking if one speaker not understands spoken by his interlocutor it will be difficult to be a very strong interaction.

Next, the second research was observation aimed to students in unit 3, there were 25 students. In the research of observation, the researcher also found out information from the results of the research, and the researcher also found errors in the students speak English. Overall, the students made the error of words in speaking English, both in pronunciation and vocabulary. Not a student who does not made errors, although only one-word error. Furthermore, by using the speaking aspect, researcher seeks out any errors committed by students. In the aspect of speaking had a range of score, if 90-100 then classified into categories excellent, score 75-89 then classified into categories Good, then score 65-74 included into the category fair, and the latter if score <65 then classified into the category of poor.

In the research of observation were included into the number of students excellent category only one student, the student was already fluent in speaking English. Her pronunciation was good, mastery of vocabulary also very good,



fluent in speaking, her grammar also includes good, and the words were spoken easier to be understood for our intent and meaning. Then, the students were included into good category amounted to 10 students. The ten of these students can be said coined the speech was good, although not perfect. They were also fluent in speaking English, although there were also errors in grammar, as well as errors in pronunciation or other error. Then for the next category was the category fair, which means it was quite appropriate assessment standard. In this category, there were 6 students, and they have the ability to speak English standardized rating or can be just mediocre and quite. They were words produced understandable, but sometimes doing a short paused, and its expression also limited. While getting the poor category, or below standard, there were 8 student ratings. The eight students included the students who were not fluent in speaking English, because they have many short comings, such as lack of controlled vocabulary, pronunciation was speaking also incorrect, words generated also found a lot of error in grammar, and they certainly do not fluently speak English. Due to the lack of controlled vocabulary made them unable to express what their wanted to say, and if called mention pronunciation, then the audience would misunderstand the purpose and meaning of what was said by the speakers. So, in essence, to speak English with fluency, which most important that must be mastered namely vocabulary, pronunciation and grammar. If the components that we were already have, then we would easily speak English fluently and precise.

## **CHAPTER V CONCLUSION AND SUGGESTION**

### **A. Conclusion**

Based on the research and description of research finding, the researcher concluded that the causes of students not fluent in speaking English are a lack of mastery vocabulary, grammar, and pronunciation. When speaking test, students in fifth-semester unit 3 at IAIN Zawiyah Cot Kala Langsa the total of students is 25 students, has made an error in the form of words issued either pronunciation or vocabulary. Overall, all students have an error in speaking English. Either an error in one word, two words, or more than that. Solution to enable students to speak English fluently in which students must master the three components in speaking. These components are pronunciation, vocabulary and grammar. These three components are very important in speaking. In addition, the method of teaching can also support the activity of students in speaking English. CLT (Communicative Language Teaching) method is a method of teaching which proved to be very supportive of students in a speaking activity. By using CLT (Communicative Language Teaching) method, students' speaking ability is increased, and for the better.

### **B. Suggestion**

Based on the analysis, the researcher would give some suggestions, as follows:

1. To the students
  - a. Students should practice speaking English every day. Try to respond the question of lecturer or to express their own ideas, although it is wrong and should try to make conversation with their friends.
  - b. If you get the difficulties in all subject as to the expert.
  - c. Increase your interest in learning English by English the people can able in the global living.
  - d. Increase yourself confidence to speak in front of class, do not nervous or shy with your lecture and friends.
2. For the lecturer
  - a. In teaching and learning process lecturer make the students more comfortable to enjoy the activities. The interest can raise their motivation in learning process.
  - b. The lecturer should be more able to make students learn actively in practice speaking ability, increase to ability of speaking and should explain clearly the objective of teaching to the students in compete materials.
  - c. The lecturer always gets a new material or up to date material, it function students always enjoy in get material.
  - d. The lecturer should have make process in teaching speaking more enjoyable, comfortable, and interesting. So students have interest in learning process.

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