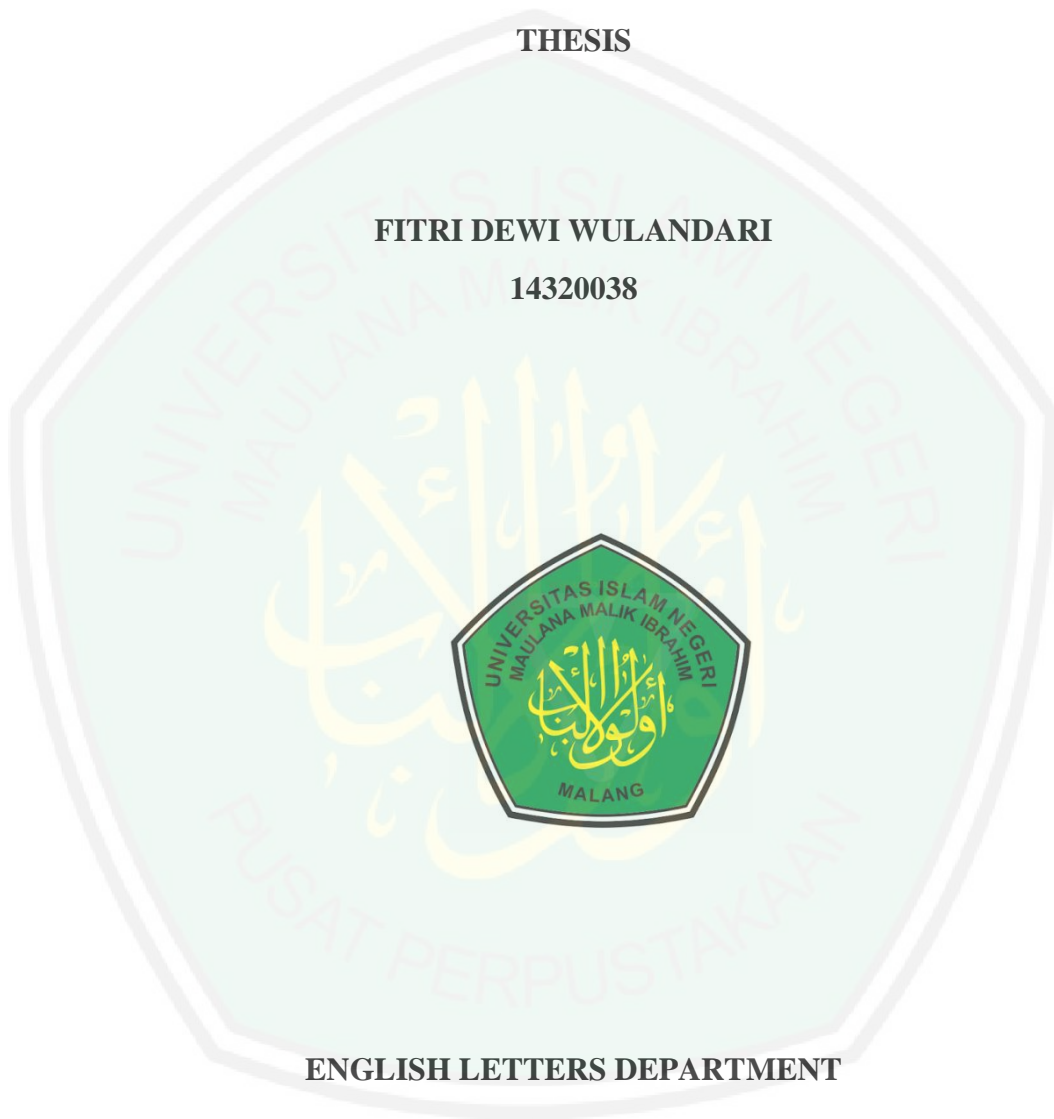


**SPEECH ERROR IN ENGLISH AS FOREIGN LANGUAGE OF THE EFL  
LEARNERS AT MAN 1 JOMBANG**

**THESIS**

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**ENGLISH LETTERS DEPARTMENT**

**FACULTY OF HUMANITIES**

**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM**

**MALANG**

**2018**

**SPEECH ERROR IN ENGLISH AS FOREIGN LANGUAGE OF THE EFL  
LEARNERS AT MAN 1 JOMBANG**

**THESIS**

Presented to:

The State Islamic University of Malang

In partial fulfillment of the requirement for the degree of *Sarjana Sastra* (S.S)

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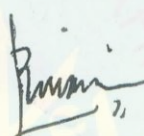
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Malang, 22<sup>th</sup> of May 2018

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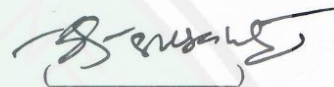
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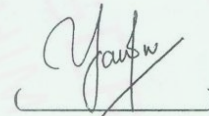
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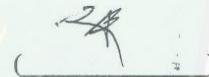
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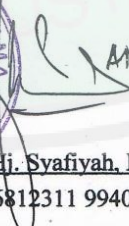


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I state that the thesis entitled Speech Error in English as Foreign Language of the EFL Learners at MAN 1 Jombang is originally my work. It does not incorporate to any materials previously written or published by other persons, except those indicated in quotation and bibliography. I am the only person who is responsible for this thesis if there is any objection or claim from others.

Malang, 22<sup>th</sup> of May 2018



Fitri Dewi Wulandari  
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**MOTTO**

**“Hate Less, Love More”**



## DEDICATION

I proudly dedicate this thesis to my beloved family, my best parents in this world, Bapak Machsun Hadi and Ibu Maisaroh, also my three beloved brothers, Miftahusyurur, Miftahudin, and Agus Ariyanto. Equally important, the other members of my family that I cannot mention one by one. I deliver my gratitude to them who have given all of their pray, love, support, affection during my study for about four years until I can accomplish my final task.



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I would like to express my gratitude for these following people who have given me advise, guidance, and suggestion in order to accomplish this thesis. Without the support of all, I would never finish this thesis and I would never find the courage to overcome all these difficulties during this work. I extend my sincere thanks and appreciation for their help, direction, and insight to:

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10. Finally, my deepest thankful will be delivered for those who cannot be mentioned one by one.

This thesis is still far from being perfect. Thus, the writer needs suggestion and criticism in order to improve this work. Hopefully this thesis will give a beneficial contribution for those who read it.

Malang, 22 May 2018



Fitri Dewi Wulandari  
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## ABSTRACT

Wulandari, Fitri Dewi. 2018. *Speech Error in English as Foreign Language of the EFL Learners at MAN 1 Jombang*. Thesis. English Letters Department. Faculty of Humanities. Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Dr. H. Langgeng Budianto, M. Pd.

**Keywords:** *Speech Error, Foreign Language, EFL Learners*

English language is an international language that is taught in many countries. The students in Indonesia are also taught English language in their school. Hence, due to English is not their mother language, it needs time to learn and understand the language. Besides, although they have been taught from Elementary school to senior high school, but still several students experience difficulties that cause error in producing the utterances in English. Speech error is a mistakes when the speakers are wrong to produce the appropriate form of sentence. The error of speaking can be in the form of the grammatical, lexical, or even phonological form. Those errors will be observed at second year of *MAN* (Islamic senior high school) 1 Jombang students.

This research concerns on what are the categories and the causes of speech error found in the second year of senior high school students at *MAN* 1 Jombang. It will go in depth into textual analysis to find the distribution of speech error on the students' utterances and the causes that influence the errors. The researcher gained the data from the utterances produced by the 20 second year students of *MAN* 1 Jombang. Furthermore, the focus of this study is only on the grammatical and the lexical error found in the students utterances that have been given the tasks by the researcher to produce the utterances.

This study implements descriptive qualitative research method since it explores and understands the distribution of the speech error and the cause that influence the errors while they produce the utterances. Descriptive method is used because it will analyze deeper not only to find out the types of speech errors but also the explanation of why it is categorized as speech error. In doing so, this research utilizes Kormos' bilingual speech production model (2006) based on Levelt's model (Levelt 1989; 1993; 1995; 1999) to analyze the speech errors produce by the students and Clark and Clark (1977:271) to analyze the factors that influence speech error.

The result shows that from the two tasks given to the students, the first task shows that the speech error happened due to the students were lack of preparation to produce the utterances from the video played. Mostly, the student only could retell 20 to 30 percent from the information provided on the video and they commonly did a mistakes in syntactical errors. Moreover, from the second task, mostly the students produce the morphological errors due to the students had already known the plot of the story, but they were still confused how to use the time signal in form of past tense.

## ABSTRAK

Wulandari, Fitri Dewi. 2018. *Kesalahan Ujaran dalam Bahasa Inggris sebagai Bahasa Asing pada Pelajar Bahasa Asing di MAN 1 Jombang*. Skripsi. Jurusan Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dr. H. Langgeng Budianto, M. Pd.

**Kata Kunci:** *Kesalahan Ucapan, Bahasa Asing, Pelajar Bahasa Asing*

Bahasa Inggris adalah bahasa internasional yang diajarkan di banyak negara. Para siswa di Indonesia juga diajarkan bahasa Inggris di sekolah mereka. Oleh karena itu, karena bahasa Inggris bukan bahasa ibu mereka, perlu waktu untuk belajar dan memahami bahasa ini. Selain itu, meskipun mereka telah diajarkan bahasa Inggris dari sekolah dasar sampai sekolah menengah atas, tetapi masih ada beberapa siswa yang mengalami kesulitan yang menyebabkan kesalahan dalam mengucapkan ujaran dalam bahasa Inggris. Kesalahan ucapan adalah kesalahan ketika pembicara salah untuk menghasilkan bentuk kalimat yang tepat. Kesalahan berbicara bisa dalam bentuk gramatikal, leksikal, atau bahkan fonologis. Kesalahan tersebut akan diamati pada siswa kelas 2 MAN 1 Jombang.

Penelitian ini berkenaan dengan kategori dan penyebab kesalahan wicara yang ditemukan pada siswa kelas 2 di MAN 1 Jombang. Penelitian ini akan membahas analisis tekstual secara mendalam untuk menemukan distribusi kesalahan ucapan pada ucapan siswa dan penyebab yang memengaruhi kesalahan tersebut. Peneliti memperoleh data dari ucapan-ucapan yang dihasilkan oleh 20 siswa kelas 2 di MAN 1 Jombang. Selain itu, fokus dari penelitian ini hanya pada kesalahan gramatikal dan leksikal yang ditemukan dalam ujaran siswa yang telah diberi tugas - tugas oleh peneliti untuk menghasilkan ujaran.

Penelitian ini menerapkan metode penelitian deskriptif kualitatif karena mengeksplorasi dan memahami distribusi kesalahan bicara dan penyebab yang mempengaruhi kesalahan ketika mereka mengucapkan ujaran. Metode deskriptif digunakan karena akan menganalisa lebih dalam tidak hanya untuk mengetahui jenis-jenis kesalahan wicara tetapi juga penjelasan mengapa itu dikategorikan sebagai kesalahan wicara. Dalam melakukannya, penelitian ini menggunakan *Kormos' bilingual speech production* (2006) berdasarkan model dari Levelt (Levelt 1989; 1993; 1995; 1999) untuk menganalisis kesalahan bicara yang dihasilkan oleh siswa dan Clark dan Clark (1977: 271) untuk menganalisis faktor-faktor yang mempengaruhi kesalahan ucapan.

Hasilnya menunjukkan bahwa dari dua tugas yang diberikan kepada siswa, tugas pertama menunjukkan bahwa kesalahan bicara terjadi karena siswa kurang persiapan untuk menghasilkan ujaran dari video yang diputar. Sebagian besar, siswa hanya bisa menceritakan 20 hingga 30 persen dari informasi yang diberikan pada video dan mereka biasanya melakukan kesalahan dalam kesalahan sintaksis. Selain itu, dari tugas kedua, sebagian besar siswa menghasilkan kesalahan morfologis karena siswa sudah mengetahui alur cerita, tetapi mereka masih bingung bagaimana menggunakan sinyal waktu dalam bentuk lampau.

### ملخص البحث

وولانداري، فطر ديوي. 2018. الأخطاء في منطق اللغة الإنجليزية بوصفها اللغة الأجنبية على تلامذة اللغة الأجنبية في المدرسة المتوسطة الحكومية 1 جومبانج. البحث الجامعي. قسم آداب الإنجليزية. كلية الإنسانية. جامعة الإسلامية الحكومية مولانا مالك إبراهيم بمالانج. المشرف: الدكتور الحاج لانجنيج بوديانطو الماجستير

**الكلمات الرئيسية:** أخطاء المنطق، لغة أجنبية ، تلامذة اللغة الإنجليزية.

اللغة الإنجليزية هي اللغة الدولية التي تدرس في أكثر البلاد. وكذلك تلامذة الإندونيسيا الذي يدرس في مدرسة هم اللغة الإنجليزية. وبسبب ذلك، أنها ليست اللغة الأم، فيحتاج الوقت لتعلم وتفهم هذه اللغة. إضافة على ذلك، قد يدرس في المدرسة من المدرسة الابتدائية إلى المدرسة المتوسطة، ولكن بعض التلامذة يشعرون صعوبة، فيخطئ في منطقتها أي كلاما. أخطاء المنطق هي الأخطاء حين خطأ المتكلم ليحصل تركيب الجملة صحيحا. وكان منها الأخطاء في أشكال النحوية، أو المعجمية، أو حتى الفونولوجية. سيتم ملاحظه الخطاء في الصف 2 المدرسة الحكومية المتوسطة 1 جومبانج.

وتتناول هذه البحوث فئات وأسباب أخطاء المنطق التي وجدت في الصف 2 المدرسة الحكومية المتوسطة 1 جومبانج. وسيبحث التحليل النصي عميقا ليحدد توزيع خطأ منطق التلامذة والأسباب التي تؤثر على الخطاء. وحصلت الباحثة على التلامذة من التصريحات التي أتتحتها 20 تلامذة في الصف 2 المدرسة الحكومية المتوسطة 1 جومبانج. إضافة على ذلك، فإن التركيز على هذا البحث يعني على الأخطاء اللغوية والنحوية ووجدت في خطاب التلامذة الذين تم تكليفهم من قبل الباحثة لإنتاج المنطق.

استخدمت الباحثة هذا المناهج هو تصميم البحث من دراسة الكيفية الوصفية. وفهم توزيع وأسباب أخطاء المنطق التي تؤثر على الخطاء عندما ينطق الكلام. واستخدمت الطريقة الوصفية لأنها ستحلل أكثر عمقا ليس لمعرفة أنواع أخطاء المنطق فقط، ولكن أيضا تفسير لماذا أنها تصنف على أخطاء المنطق. وعند القيام بذلك، يستخدم هذا البحث إنتاج الكلمات الثنائية اللغة (2006) بالاستناد إلى نموذج التسوية ليفيلت (Levelt) (1989 ؛ 1993 ؛ 1995 ؛ 1999) لتحليل أخطاء المنطق التي ولدها التلامذة وكلاارك (Clark) وكلاارك (Clark) (1977:271) لتحليل العوامل التي تؤثر على أخطاء المنطق.

تظهر النتائج ان المهمتين الأوليين المعطيتين للتلامذة تظهر ان الأخطاء حدثت لان التلامذة يتحدثون عن اعداد اقل لإنشاء منطق من فيديو يتم تشغيله. في الغالب ، يمكن لتلامذة فقط ان أقول 20 إلى 30 في المئة من المعلومات المقدمة على الفيديو، وأنها عادة ما يخطئ في بناء الجملة الأخطاء. إضافة على ذلك، من المهمة الثانية ، ومعظم التلامذة تنتج أخطاء مورفولوجية لان التلامذة يعرفون بالفعل المؤامرة، لكنها لا تزال مشوشة كيفية استخدام إشارات الوقت في الماضي المتوترة.

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## CHAPTER I

### INTRODUCTION

This chapter presents: (1) Background of the study; (2) The Problem of the Study; (3) Objective of the Study; (4) Significance of the Study; (5) Scope and Limitation; (6) Definition of Key Terms

#### 1.1 Background of the Study

Every country or even region have a different language to communicate, thus massive languages exist in this world. Hammond, Alex (2014) said that Five hundred years ago, between five and seven million people spoke English, almost all of them living in the British Isles. Now, anywhere up to 1.8 billion people around the world speak English. Accordingly, in order to unite the diversity concerning to the language, English was chosen as an international language, thus people will not be confused to choose what language they used if they go out from their country, they only need to learn English from those massive languages exist.

For this reason, English is taught in most of the countries in this world, also in Indonesia. In spite of this, English is not a mother language for Indonesian, each of us lives in his/her own private linguistic world constructed to deal with data to which each of us has been uniquely exposed, thus it needs process which is not easy to learn English language with much of differences with our native language, Indonesia language. Brumfit (1987) cited in Lester, Mark, Peter Strevens and John Norrish. (1978): "If we really want to consider English as a world language, we must be prepared to recognize dialectical

differences whenever a different cultural framework is to be expressed through English"

Further, English has already been taught as a foreign language in many schools in Indonesia, started from kindergarten to university. Although it has been taught from the early age, but there are many people who often make errors in speaking English. Several causes can happen in speaking English, whether it is the structure of the sentence (grammatically), since the form of conveying the utterances are different, or the way how to pronounce (phonologically), some regions will get difficulties to pronounce English words due to their native accent and dialect.

Alan (1994:8) had divided language into three form, those are spoken language, written language, and gesture or silent language. This research focuses on the observing of the error of speech. Those problems of speaking English can be observed by conducting this research. The researcher observed the speech error uttered by the students by giving them several tasks. By conducting this research, the teacher who teaches English will be able to minimalize speech error happened in the classroom by knowing the problem that is yielded by the students toward the research processes.

School is one of the place where people can gain knowledge, learning foreign language can be acquired at school. The methods used in teaching language are various in order to achieve the excellent result. Moreover, language is habit, we can speak fluently with certain language due to we accustomed to use it in daily life. Language is a habit structure, that language is a system of skills and ought to be taught by a drill and by the formation of



stimulus-response association. Because of this, learning another language is not easy due to many factors influence it, therefore numerous utterances will be mispronounced although it has been taught several times in the schools because English language is only used in several situations.

The error of the speech cannot be separated from speech production since the mistakes of uttering the sentence is from the problem on the process producing speech. According to (Meister, Wilson, Deblieck, Wu, &Iacoboni, 2007) cited in Traxler, M. J. (2012), Speech requires physical action - a process called articulation. Actually, speech is more complex than many other physical actions that human perform, because speech requires exquisitely tight control over more than 100 muscles moving simultaneously. Speech production entails at least three kinds of mental operations (Griffin &Ferreira, 2006) cited in (Traxler, M. J., 2012). First, what you want to say should be thought, the process that accomplish are called conceptualization. Once you have something to say, you must figure out a good way to express that idea given the tools that your language provides, this type of processing is called formulation. Finally you need to actually move your muscles to make a sound wave that a listener can perceive, these processes are called articulation.

As a matter of fact, the sequences of speech production sometimes do not run fluently that cause speech error. According to (Goldrick and Daland, 2007) Speech errors are unintentional deviations from the target form one intends to produce. Sigmund freud viewed speech error as a window in the unconscious mind. He believed that speech error disclosed our true inner thoughts - thought that we suppressed in order to be polite (Traxler, M. J.,

2012). In particular, systematic patterns occur in the slip of the tongue, and those patterns can be correlated back to aspects of the speech production processes.

There were several studies that had been conducted related to speech error, but I provide two previous studies in this part to emphasize the difference with this study. The first study is from Dahlya (2007), the research finds that the dominant grammatical errors in the abstracts are errors in omission followed by addition errors, then misformation errors and finally misordering errors. The next study was conducted by Ulfa (2015), the result of his study is that the frequent slip occurred are substitutions, while the fewer slip are misderivations, additions, and deletions. According to the previous studies, the researcher has a different focus on the study conducted, this research will focus on the utterances produced by the second year of MAN 1 Jombang students with the theory from Kormos' bilingual speech production model (2006) is based on Levelt's model.

With this in mind, the researcher chooses the second year students of MAN 1 Jombang as the subject to gain the data of speech error. MAN Jombang is one of the senior high school in Jombang who has a good quality, it creates very good students and gains many achievements both in academic and nonacademic. Thus, it is expected that the researcher will gain enough and valid data to be analyzed and reveal the causes of the speech error found in MAN 1 Jombang. Accordingly, the researcher chose the title "*Speech Error in English as Foreign Language of the EFL learners at MAN 1 Jombang*"

## 1.2 Problem of the Study

The problem of the study in this research are:

1. What are the categories of speech error found in the second year of senior high school students at MAN 1 Jombang?
2. What are the causes that influence speech error produced by second year of senior high school students at MAN 1 Jombang?

## 1.3 Objective of the Study

The objective of the study are:

3. To find out and analyze the distribution of speech error in the second year of senior high school students at MAN 1 Jombang
4. To find out and analyze the causes of speech error in the second year of senior high school students at MAN 1 Jombang

## 1.4 Significance of the Study

This study is conducted in order to achieve two aspects, those are theoretically and practically. Theoretically, the result of this study is expected to enlarge the insight about speech error, especially in the school field. Furthermore, this research becomes one of the references to conduct another research related to speech error, which is about the types and the causes of speech error.

Practically, the result of this research can be applied in the learning activities in order to decrease the producing of speech error in the learning process of English. By conducting this research started from the school environment, the students are expected to be accustomed to speaking English

fluently whether in the school or outside the school. Furthermore, by knowing the causes of the speech error, the students can be more careful to speak.

### **1.5 Scope and Limitation**

This research focuses on the utterances of second-year students of the senior high school who produce the types of speech error from the Levelt theory. The researcher chose this theory since it is rarely conducted in the previous studies. This research describes Kormos' bilingual model (2006) of speech production, which is based on Levelt's model (1989) as the empirically most accepted theory for monolingual speech processing. The researcher only focused on lexical error and grammatical error from the utterances produced during the observing process when the subjects are given several tasks by the researcher.

### **1.6 Definition of Key Terms**

#### **1. Speech Error**

Speech error is the fault when pronouncing the words, phrase or sentences. It happens unintentionally due to several reasons, such as lack of preparation or insight toward the language spoken.

#### **2. Foreign Language**

Foreign language is a language that is not used in a daily conversation due to it is from another country. In short, foreign language is a language that is not usually used by native speakers. For example, the Indonesian speak Indonesia language and if they speak the language of another country such as England, thus they will speak

English language. English language that is used by Indonesian to speak is called as a foreign language.

### 3. EFL Learners

English foreign language learners is learners who learn about the language besides their native language, that is English. Due to English is categorized as an International language, it is taught in several countries including Indonesia.

## 1.7 Research Method

This chapter discusses some research method concerning this study. It is divided into five subtopics, those are research design, data source, research instrument, data collection and data analysis.

### 1. Research Design

The researcher conducted this research by using a descriptive qualitative method. Qualitative approaches to data collection, analysis, interpretation, and report writing differ from the traditional, quantitative approaches (Creswell, 2014). Accordingly, due to the data of this study will be in the form of the text, the researcher used a qualitative method as the research design. Besides, descriptive means that the researcher does not only analyze the data in the form of the words but also give the obvious explanation toward the data analyzed.

The aim of this study is to find out the distribution of different categories of speech error and the causes influenced. Further, the researcher will give different tasks in order to make the students speak and

find out the mistakes, hence, the researcher will find which task that makes the students do mistakes the most.

## 2. Data Source

The data of this study are acquired from the utterances produced by the students. The utterances are produced by conveying the statements concerning to the tasks given. Every task given will ask the students to speak. Accordingly, the researcher will find out the speech error concerning to the utterances conveyed by the students. The tasks that will be applied to gain the data are retelling the story from the video and telling a story based on the pictures provided by the researcher.

## 3. Research Instrument

The instrument of the research becomes the principle thing in conducting the research. Sukmadinata (2007:111) said that the researcher is the main observer and the researcher is outside the situation of the object which is being observed. Thus, in this research, the researcher becomes the main instrument for analyzing data. Beside the researcher as the main instrument, the other supporting instruments such as the students and several tasks are needed to make this study well conducted.

## 4. Data Collection

Several steps are conducted sequentially in order to accomplish this study accurately. The first step is preparing the tasks that will be applied to the students, such as selecting the suitable video and the picture. Next, the researcher choose 20 students, 10 from social class and 10 from science class to be the subject of the study. The researcher will ask the student one

by one to watch the short video provided then retelling what is on the video. The next task is describing the picture given by the researcher.

The process of collecting the data is conducted around 10 minutes for each of students. While giving the different treatments to the students, the researcher will record the utterances from the students. The utterances become the data toward this research. Moreover, to gain the data from second research question, the researcher observed the students while they produce the utterances. After gaining the utterances as the data, the researcher will transcribe and analyze to find out the speech error.

#### 5. Data analysis

After gaining the data, the researcher started to analyze the data by following these steps. The first is transcribing the students' utterances then classifying to the type of speech error concerning to the Kormos model about speech production, those are lexical error, grammatical error.

The researcher will identify the utterances and classify which utterances belong to lexical error and grammatical error. The classifying of those errors is started from the first task, about retelling the video and followed with telling a story. The classifying of speech error will be divided from the different tasks given in order to find out which tasks that make the students do mistakes the most.

After identifying all the utterances and get the data of the different type of speech error, the researcher will find the causes of the error by observing when they speak concerning to the data that will be related to the theory and the last is making the conclusion toward the study that has

been conducted and give the suggestion to the next researcher based on this study.





## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter will discuss the language production, speech production, and the distribution of speech error in speech production and the previous studies concerning to this study.

#### 2.1 Psycholinguistics

Psycholinguistics is the combination of the word “psycho” and “linguistics” with the study of how language processed as the meaning. According to Forrester, Michael A. (1996), during the late 1960s and 1970s, the bringing together of descriptive linguistics with the experimental methodology of psychology resulted in a creative and mutually beneficial antidote to the rather stilted conservatism of late behaviorism. However, the emergence of psycho- linguistics glossed over or ignored many areas of language, some of which should be of considerable interest to the psychology student. Such topics as conversational analysis, social semiotics, deixis, power relations in a talk, narrative analysis, and so on, can be found in domains which border psychology (e.g. sociology).

The central significance was given of language as a human activity, many academic disciplines which have an interest in the study of language, and for several different reasons. Speech therapists conducted a study about language because they want to know how best to assist people who display some difficulty in communicating; computer scientists study language because they wish to build artificial intelligence systems that can communicate with us;

neuroscientists study language because they want to understand those parts of the brain with a causal physical role in language comprehension and production.

Social psychologists study the ways in which individuals are influenced by, and in turn influence, their membership of different groups. For them, questions about language have to be answered with respect to issues such as personal and social identity, social categorization and power relations between people.

Psycholinguistics continues to have considerable interest in how people understand words and sentences, their knowledge of sentence construction, their comprehension of metaphors and numerous other topics. For now, it can be noted an increasing interest in study of language from other areas of the natural sciences. Neuroscientists and neuropsychologists, for example, attempt to map out those areas of the brain which underpin language processing. Given the central hypothesis of neuroscience, i.e. the brain is the source of behavior, research which identified areas of the brain responsible for language contributed significantly to the emergence of neuropsychology as a distinct research field.

### **1. Language Production**

Language Production refers to the process of how language is produced. Speech has four important components: (a) conceptualization, planning what one wants to say; (b) formulation, which includes the grammatical, lexical, and phonological encoding of the message; (c) articulation, in

other words, the production of speech sounds; and (d) self-monitoring, which involves checking the correctness and appropriateness of the produced output. There is also agreement on the questions that conceptualization, formulation, and articulation follow each other in this order, and that in first language production planning the message requires attention, whereas formulation and articulation are automatic, and therefore processing mechanisms can work in parallel, which makes first language speech generally smooth and fast.

The speech-processing system is assumed to consist of hierarchical levels (conceptualization, formulation, articulation), among which information is transmitted in terms of activation spreading, that is a metaphor adapted from brain research, which is based on the finding of neurological studies that neural networks consist of interconnected cells (neurons) that exchange simple signals called activations via the connections they have with each other (Hebb, 1949), and of knowledge stores such as the lexicon and conceptual memory store, within which activation can also spread from one item to related items. Decisions are made on the basis of the activation levels of the so-called nodes that represent various units such as concepts, word forms, phonemes, and so on.

Accordingly, in producing utterances human often experience error in one of the steps of speech production, the error of speaking can be in conceptualization, formulation, or articulation. Those errors can be

influenced by several causes. Thus this research will observe the errors while students producing utterances.

## **2. Kormos' Bilingual Speech Production Model**

Kormos' bilingual speech production model (2006) is based on Levelt's model (Levelt 1989; 1993; 1995; 1999), as the most accepted and most widely used model in studies of speech production. She assumed that the bilingual speech production is modular and can be described as a series of relatively independently functioning processing components: the conceptualizer, the formulator, the articulator and the acoustic-phonetic processor, and finally, the speech comprehension system or parser.

There are also three knowledge stores: the mental lexicon, the syllabary (a set of written symbols that represent the syllables or (more frequently) moras which make up words) and the store for the knowledge of external and internal world. She proposed that the new model contains one large memory, called long-term memory, which is subdivided into several subcomponents: episodic memory, semantic memory including the mental lexicon, the syllabary, and a store for declarative knowledge of second language rules.

### **2.2 Speech Error**

Speech errors are unintentional deviations from the target form one intends to produce speech (Goldrick and Daland, 2007). Error in speech is a common phenomenon usually done by several people, it happens due to many reasons that influence it. According to Freud cited in Fromkin (1999) that speech errors are caused from repressed thoughts which a speaker makes. While it is

possible that Freud is correct in some cases, such error reveals as much if not much more about the structure of language as they do about repressed thoughts.

According to Levelt (1989) cited in Indah (2017) has produced the most detailed model of speech production. It includes three major processes – conceptualising, formulating and articulating. The Conceptualiser chooses a certain proposition, selects and orders the appropriate information and relates it to what has gone before. The Formulator translates this conceptual structure into a linguistic one. It first engages in a process of grammatical encoding which builds an abstract syntactic structure. This is followed by phonological encoding, in which the syntactic structure is tagged for inflection and is then given phonological form. Other processes specify the form and duration of the syllables as they are to occur in connected speech and add rhythm and prosody. The result of these operations is a phonetic or articulatory plan, a representation of how the planned utterance is to be articulated. It is temporarily stored in an articulatory buffer. The articulator then retrieves chunks of internal speech from the buffer, unpacks them into sets of motor commands and issues the commands to the muscles controlling the larynx, the articulators and the respiratory system.

### **2.3 Type of Speech Error in Language Production**

#### **a) Lexical errors**

The first type of error to be discussed is lexical errors. Three subcategories of lexical errors have been established:

- a. Idioms, collocations, functional and content words, errors of derivational morphology. Example: And then they hear some **beautifully** singing and er, er, knew it was Johnny's mother.
- b. Unintentional use of L1 lexemes. Example: Johnny Bravo went to the **šum-sorry**, to the wood
- c. Non-existent words. Example: er, so, Johnny Bravo, his mother was making him a sweater of **/pineko/**
- d. One of the problems in the classification of lexical errors are errors within idioms and collocations. the subject choses the preposition 'on' and then replaces with 'in'. Example: **On** the second -in the second picture I can see a lamp and a vase.

It can be assumed that in the case of L2 speakers many idioms and collocations are not fully automated, therefore they are not stored as complete lexical entries. It is assumed that the mechanisms by which the L2 speakers produce these phrases are similar to those by which new words are created (Kormos, 1998), and for this reason these errors are classified as lexical errors, which do not occur at the stage of lemma activation, but in the process of lexical encoding.

#### b) Grammatical errors

- Syntactic errors

Opposite to lexical errors that arise as a result of incorrect lexical approach, grammatical errors occur as a result of problems in grammatical encoding (Levelt, 1989). The differentiation between lexical and

grammatical errors is not simple, since the processes of lexical access and grammatical encoding are closely related. For example, prepositions are in some cases classified as lexical, whereas in some other instances as grammatical errors. In order to overcome these difficulties of classification, it is important to distinguish function words which have conceptual specifications from those which do not have them.

The preposition “under“(e.g. the ball is under the desk) has its conceptual specification, whereas the preposition “to“(e.g. She listens to music) has no conceptual specification and is addressed via the syntactic building procedures and therefore regarded as a syntactic error. Syntactic errors were analyzed according to where they occurred in the three stages of the grammatical encoding phase, that is, (i) when the various complements, specifies and parameters are encoded and (ii) handled by the different subroutines, and (iii) when these processed materials are ordered (Kormos, 1999). The next phase involves the production of speech errors that occur at the stage of grammatical encoding. The following subcategories of syntactic errors have been established:

- a. Wrong word order. Example: Johnny met a bear who was, er, sleeping...er, he woke **up him** in the middle of, er, winter.
- b. Unfinished expressions or false starts. Example: And he came to **er, er, cave... er, er, that cave was er, er -in** that cave he saw er, a bear

- c. Completely unacceptable morpho-syntactic and/or semantic structure. Example: They start to arguing and hunting into the woods **but er, it er, didn't er, was success.**
- d. Wrongly encoded complements and specifiers, which are accessed via syntactic building procedures. Example: The bear and Johnny **listened---** **beautiful** singing of J ohhny's mother.

- Morphological errors

Morphology is the study of the internal structure of words. The errors are including:

- a. Inflexional errors, when the speaker chooses the wrong verb form. Example: well Johnny Bravo's mum **was mading** er, was making a coat for J ohhny
- b. Incorrect plural of nouns. Example: Lots of **womans** wear black shoes
- c. Errors for "time and aspect", when the speaker uses the wrong time or aspect. In Levelt's classification of errors (1989) this category does not exist, probably because these errors are very rare in L1 (Van Hest, 1996). Example: He er, er, was trying to find er, er, to find his mum and he **wants** to escape from er, forest.
- d. Omitted article. Example: er Johnny was in -- wood with his mum
- e. Misused article. Example: we are now er in front of **the** my room.



## 2.4 Factors Influencing Speech Error

Conveying an utterance is not a sudden spoken. It needs several processes that finally human can produce the words. According to Levelt (1989), the process of speech production incorporates three major processes, those are conceptualizing, formulating, and articulating. Notwithstanding, some factors influence those processes that cause speech error in speaking. Clark and Clark (1977:271) have discovered three possible sources of factors influencing speech error are cognitive reasons, anxiety, and social reasons.

### 1. Cognitive Difficulty

People take longer time to produce sentences on topic using the abstract word than the concrete words. Moreover, there are more hesitations scattered through the explanations than through descriptions, presumably because it is harder to come up with explanation and the right words to express them. In addition, at the level of word selection, hesitations appear when the speaker has difficulty finding just the right word

### 2. Anxiety

Situational Anxiety happens due to a certain situation that makes a speaker become tense, anxious or worries about it. They tend to produce the hesitation in speaking. The anxiety breaks up the planning and execution that become less efficient. Besides, the speakers get difficulty to talk cognitively when they are anxious. When people anxious about the topic that will be delivered, they tend to be more careful in choosing

the words that will be organized to be a sentence. They pay more attention in the diction they are going to speak.

### 3. Social Reasons

Uttering sentences will be difficult when conversation takes in under pressure place. Clark and Clark said under the press of a conversation speakers must make clear when they still have something to say and they have not finished in conveying the utterances. It indicates that the speaker try to be conductive in speaking a word with selecting the word they will use. But when the speaker try to speak understandably, they often do speech error. The limited time and lack of preparation can be the reason of the speech error

### 2.6 Previous Studies

There were several researchers who had already conducted the study related to this study about speech error. They are Dahlya (2007), Ulfa (2015), Badriyah (2008). Those related studies will be described in this following paragraphs.

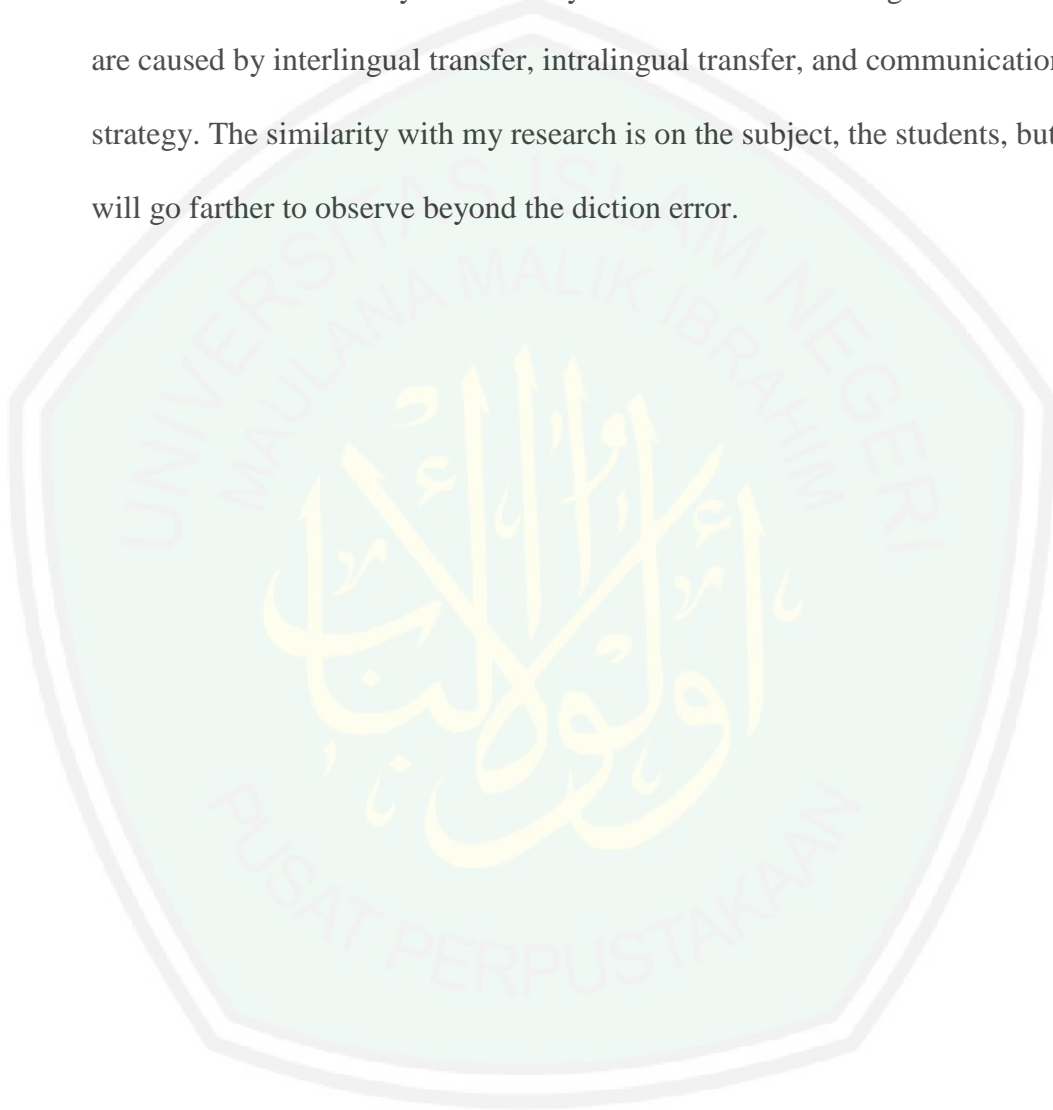
The first research is from Dahlya (2007) about the study on grammatical errors in abstracts of “Ulul Albab” Scientific Journal. This study shows that there are many types of errors in the abstract of Ulul Albab scientific journal. The research finds that the dominant grammatical errors in the abstracts are errors in omission followed by addition errors, then misformation errors and finally misordering errors. in the error of omission, the highest number is omission of article, followed by omission of plural inflectional suffix -s/-es, then omission on preposition, nominalization, and pronoun that have the same

number, next, possessive and past participle case incorrect, and the last is omission on the third person inflectional suffix -ed. The research conducted by Dahlya has similarity concerning to the grammatical error. The different is located in the form of data gained. The research that I am going to conduct is in the form of speech, which is observing the utterances, while the research that has been conducted by Dahlya is in the form of written text.

The next research was conducted by Ulfa (2015) about slip of the tongue on George W. Bush's Interview at the presidential scholar graduation. This research observed about the slip of the tongue which is also categorized as the speech error in the utterances produced by George. The result of his study is that the frequent slip occurred are substitutions, while the fewer slip are misderivations, additions, and deletions. The researcher also found that the problem of speech errors are caused by several factors, those are cognitive difficulties, social anxiety, and social factors. The most factor that is influenced the most is the cognitive difficulties due to the speaker got difficulty in choosing the right word for his speech. This research is not kind of field research and also the Theory used is from Clark that become the differences with my research.

Another related research was about common types of diction error made by the second year students of SMP Negeri 13 Malang, conducted by Badriyah (2008). This research will only focus on the diction error made by students. The finding of this research is that many diction error were found on fifteen written text made by the second year students of SMP Negeri 13 Malang. The discussion reveal that the common types of diction errors made

by the second year students of SMP Negeri 13 Malang are inaccurate use of diction and uncommon use of diction. Meanwhile, inappropriate use of style are not found on the data. The finding of data analysis also reveal the causes of diction errors made by the second year students of SMP Negeri 13 Malang are caused by interlingual transfer, intralingual transfer, and communication strategy. The similarity with my research is on the subject, the students, but I will go farther to observe beyond the diction error.



## CHAPTER III

### FINDING AND DISCUSSION

In this chapter, the researcher presents the finding and discussion toward the observation conducted. This chapter covers both finding and discussion explained bellow:

#### 3.1 The Distribution of Speech Errors

##### 3.1.1 First task (watching video)

###### Datum 1

Water is important thing in this world. Every human and plants need water, we must to drink 8 liters of water every day. The human body consider about sixty five percent water, many fruit consider water like strawberry, kiwi and broccoli have ninety percent water. Water is very important things in the world. Everything like in earth need water, so it is so important.

The errors from this utterances are:

1. We must to drink 8 liters of water every day.

This sentence is not proper because the use of “*must*” should be followed directly by verb, it does not need to be added with “*to*”, and thus this kind of error is categorized as **syntactic error**. The correct sentence is we must drink 8 liters of water every day.

2. The human body consider about sixty five percent water, many fruit consider water like strawberry, kiwi and broccoli have ninety percent water.

In this sentence, the speaker was wrong to choose the suitable word “*consider*”, the word consider has no meaning in English, concerning to the context of the sentence, the word that was intended by the speaker is actually “*consist*” with the meaning is to have something as a main and necessary part or quality. This error is categorized as **lexical error** due to the speaker was

wrong to choose the appropriate word. Another error happens in the phrase “*five percent waters*”, this kind of error is categorized as **morphological errors**, the correct phrase is *five percent water* without adding “s” because water is classified as uncountable noun.

3. Water is very important things in the world.

The fault of speaking in this sentence is located in the word “*things*” this kind of error is categorized as **morphological errors**, the correct phrase is “*thing*” without adding “s” because the word “*thing*” here explains the noun “*water*” which is uncountable noun.

4. Everything like in earth need water.

The selected word of “*like*” in this sentence does not have a proper meaning with the sentence, this kind of error is categorized as **lexical errors**. Also, in this sentence the word “*need*” should be in the form of singular “*needs*” due to the subject of the sentence is everything, this error is categorized as **syntactic errors**. So, the correct sentence is “*Everything in earth needs water*”.

## Datum 2

How if our bodies lack water? If our body lacks water will cause stroke, diabetes and cancer. Therefore we need fruits and vegetable such and as cucumber, strawberry and broccoli. In addition, we also have to drink water as much as one liter or equivalent to eight glasses. Because water is better drink than tea and coffee.

The errors from this utterances are:

1. In addition, we also have to drink water as much as one liter or equivalent to eight glasses.

The word “*addiction*” is not suitable with this sentence, this kind of error of speaking is categorized as **lexical error**. In this sentence, the speaker wanted to say “In *addition*” which has the similarity of pronunciation with “*In addiction*”.

2. Because water is better drink than tea and coffee

The existence of the word “*drink*” in this sentence should be omitted because the sentence “*Because water is better than tea and coffee*” has already had the proper meaning. This kind of error is classified as **lexical error** because of the fault of choosing the word.

**Datum 3**

Water is important thing in the world. Everything need water. The human body consider about fifty five to enam puluh, sixty five percent water, the baby consider seventy five percent water and reduce to sixty five percent when the baby is one year. The water is part of our body. Beside human, plants needs water too, the plants will die if it not have a water. So water is important thing in the world, everything need it.

The errors from this utterances are:

1. Everything need water

In this sentence the word “*need*” should be in the form of singular “*needs*” due to the subject of the sentence is everything, this error is categorized as **syntactic errors**. So, the correct sentence is “*Everything needs water*”.

2. The human body consider about fifty five to enam puluh, sixty five percent water

In this sentence, the speaker was wrong to choose the suitable word “*consider*”, the word “*consider*” has no meaning in English, concerning to the context of the sentence, the word that was intended by the speaker is actually “*consist*” with the meaning is to have something as a main and necessary part

or quality. Also, there are non-existent words in this sentence “*enam puluh*”. Those errors are categorized as **lexical error** due to the speaker was wrong to choose the appropriate word.

3. The baby conside seventy five percent water and reduce to sixty five percent when the baby is one year

In this sentence, the speaker was wrong to choose the suitable word “*conside*”, the word “*conside*” has no meaning in English, concerning to the context of the sentence, the word that was intended by the speaker is actually “*consist*” with the meaning is to have something as a main and necessary part or quality. This error is categorized as **lexical error** due to the speaker was wrong to choose the appropriate word. Another mistake is located in “*the baby is one year*”, because it indicates the age, the correct clause is “*when the baby is one year old*”. This error is classified as **grammatical error**, in sub menu of **syntactic error**

4. The plants will die if it not have a water

The clause “*it not have a water*” is classified as **syntactic error**, because “*have*” is a verb, thus it needs auxiliary to make the clause correct. The correct is “*it does not have water*”, and the existence of “*a*” should be omitted because water is uncountable noun.

#### **Datum 4**

Water is component that is essential for power of endurance the body. Body is remarkably need water. The plants if the crops and did not watered with water, so the plant will die. This is also if excess water so the plant will quickly decaying. So also the body of the water do not better if water shortage and fatal if your bodies express water.

The errors from this utterances are:



1. Body is remarkably need water.

In this sentence the word “*need*” should be in the form of singular “*needs*” and delete the word “*is*” due to the subject of the sentence is “*Body*”, this error is categorized as **syntactic errors**. So, the correct sentence is “*Body remarkably needs water*”.

2. The plants if the crops and did not watered with water

The error of speaking experienced by the speaker toward this sentence is wrong word order which is classified as **syntactic errors**. In this sentence, the meaning is random. The speaker’s intention of speaking is “*If the plants is not watered with water*”.

3. This is also if excess water so the plant will quickly decaying

The selection of the word “*decaying*” in the phrase “*the plant will quickly decaying*” is not proper due to after modal “*will*” should be followed with the verb of simple present, thus the correct clause is “*the plant will quickly decaying*” . This kind of error is classified as **syntactic errors**.

4. So also the body of the water do not better if water shortage and fatal if your bodies express water.

This sentence does not have a proper meaning and structure, thus it can be classified as **lexical error** and **syntactic errors**. What was intended by the speaker is that “*There will be some problem in our body if we do not consume enough water*”.

#### **Datum 5**

Ee the benefit of water e benefit manfaat intinya, manfaat just and the water bagi for the global universal ee itu for human. The first is itu kesehatan health,

second kekebalan the immunity, and three ee human of strong. And the sakit sakit sick, the sick cancer, diabetes and then, ee itu the dehydration.

The error from this utterances is:

1. This paragraph has completely unacceptable morpho-syntactic and semantic structure that happen in almost all of each sentences. Thus, the speaker experienced **syntactic errors**.

#### Datum 6

Water is very important of our body, because seven tujuh lima seventy four eh five seventy five percent of our body water. And human will weak and can cause disease because of consumes 3 liter of water in a day. Disease, jantung, paru, stroke, and cancer.

The errors from this utterances are:

1. Because seven tujuh lima seventy four eh five seventy five percent of our body water.

The first error is located in the phrase “*tujuh lima*”, this error is categorized as **lexical error** due to there is non-existence words in the sentence. Another error experienced by the speaker is “*five percent of our body water*”, this error is called as **syntactic errors** due to the speaker did not add to be in the clause. This clause is categorized as nominal, thus the proper clause should be “*five percent of our body is water*”.

2. And human will weak and can cause disease because of consumes 3 liter of water in a day.

There are two error clauses appear in this sentence, those are “*human will weak*” and “*because of consumes*”. Both clauses are categorized as **syntactic errors** due to the speaker was wrong to construct the correct one. The first clause should be “*human will be weak*” because weak is adjective, so it should

be followed with “*be*”. The next clause is “*because of consuming*” due to after preposition of, the verb should be in the form of present participle.

### 3. Disease, jantung, paru, stroke, and cancer

The first error is located in the words “*jantung, paru*”, this error is categorized as **lexical error** due to there is non-existence words in the sentence.

### Datum 7

Water is important in this world. The human body mengandung contain water about sixty five percent, the baby contain about seventy five percent and reduce to sixty five percent ee on when he is one year. The water is eh, many fruits contain water in for example like a strawberry contain of ninety percent of water, kiwi. The we must drink water eight liter a day. eee eee if we don't drink water can causes cancer, low stamina, and can causes diabetes.

The errors from this utterances are:

#### 1. The human body mengandung contain water about sixty five percent

Speech error in this sentence is located in the word “*mengandung*”, this error is categorized as **lexical error** due to there is non-existence words in the sentence. Another error is located in the phrase “*contain water about*”, this error is categorized as **syntactic errors** because the word “*contain*” should be followed with “*s*” due to the subject is singular (the human body), also the proper sentence is “*The human body contain about sixty five percent water*”.

#### 2. The baby contain about seventy five percent and reduce to sixty five percent ee on when he is one year

The word “*contain*” should be followed with “*s*” due to the subject is singular (the baby). This kind of speech error is categorized as **syntactic errors**.

3. The we must drink water eight liter a day

The existence of article “*the*” should be omitted due to it is misused to be placed in this sentence. This kind of error is categorized as **morphological errors**.

4. Water can causes cancer, low stamina, and can causes diabetes.

The word “*causes*” contains “*s*” that should be omitted due to after modal “*can*” should be followed with verb in the form of present tense. This kind of speech error is categorized as **syntactic errors**.

### Datum 8

Water is very important for body because seventy five percent of your the body is water. We must we fell weak and can cause disease because of that we must consume three liter of water in seharu.

The errors from this utterances are:

1. Seventy five percent of your the body is water.

The existence of article “*the*” should be omitted due to it is misused to be placed in this sentence. This kind of error is categorized as **morphological errors**.

2. We must we fell weak

The existence of the word “*we*” should be omitted due to it is misused to be placed in this sentence. This kind of error is categorized as **morphological errors**.

3. We must consume three liter of water in seharu.

Speech error in this sentence is located in the word “*seharu*”, this error is categorized as **lexical error** due to there is non-existence words in the sentence

### Datum 9

How is our body lack water? Drinking is one of the obligatory activities for our body. In addition to refreshing the throat. Drinking is also benefit, beneficial to health the body and increase the body metabolism. If our body lack water will cause stoke, diabetes and cancer. Therefore we need fruit and vegetable.

The errors from this utterances are:

1. How is our body lack water?

This kind of speech error is called as **syntactic errors** due to the speaker did not arrange the sentence properly, the correct sentence is “*How if our boy is lack of water?*”.

2. In addition to refreshing the throat

The speaker was wrong to produce the word “*refreshing*” after “*to*”, the existence of “*to*” in this sentence is as “*to*” infinitive, therefore after “*to*” should be followed with verb in the form of present tense, and thus the correct sentence is “*In addition to refresh the throat*”. This kind of error is categorized as **syntactic errors**.

3. Drinking is also benefit, beneficial to health the body and increase the body metabolism.

In this sentence, the speaker was not proper to construct the correct sentence. What was actually intended by the speaker is “*Drinking is also beneficial to make the body healthy and increase the body metabolism*”, the speaker experienced **syntactic errors**.

### Datum 10

Drinking is one of the obligatory activities for our body, in addition to refreshing the throat. Drinking is also beneficial to heal smooth the body’s

metabolism. If our body lacks water will cause stroke, diabetes and cancer. Therefore we need fruits and vegetable.

The errors from this utterances are:

1. In addition to refreshing the throat.

The speaker was wrong to produce the word “*refreshing*” after “*to*”, the existence of “*to*” in this sentence is as “*to*” infinitive, therefore after “*to*” should be followed with verb in the form of present tense, and thus the correct sentence is “*In addition to refresh the throat*”. This kind of error is categorized as **syntactic errors**.

2. Drinking is also beneficial to heal smooth the body’s metabolism

In this sentence, the underlined words should be replaced with another word in order to make the sentence has a good meaning. This kind of error is classified as **lexical error** due to the speaker was wrong to choose the appropriate words in constructing the sentence. The suitable word that can be placed in the sentence is “*increase*”.

### 3.1.2 Second task (telling story)

#### Datum 1

One day there’s a boy named Malin Kundang and his mom but his father has died, they live poor. Malin think to wonder to the city looking for work. Originally his mom did not allow for fear of master will forget it. Then Malin arrived in the city and meet to someone who give a job, and then Malin meet with a beautiful woman and then married. After that, mom Malin come on to see him but Malin consider his mom died. And finally his moms curse be a stone.

The errors from this utterances are:

1. One day there’s a boy named Malin Kundang and his mom

The underlined words are not suitable with the context of the text. This kind of text is called as narrative text which needs past tense to construct the text.

Thus the correct one is “*there was*”. This kind of error is called as **morphological errors** due to the speaker was wrong to use time and aspect.

2. They live poor

The word “*poor*” is not suitable in this sentence due to it is in the form of adjective, therefore it should be replaced with “*poorly*”, the word “*poor*” should be in the form of adverb because it explains the condition of “*live*”. This kind of error is classified as **lexical error** due to the speaker was wrong to choose the suitable word.

3. Malin think to wonder to the city looking for work

The underlined phrase doesn’t have a good meaning, the speaker experienced **syntactic errors** due to the speaker did not arrange the sentence properly. The sentence will be proper if it is changed to this “*Malin wanted to look for the job in the city*”

4. Originally his mom did not allow for fear of master will forget it

The word “*originally*” is not appropriate in this sentence, it should be changed with “*actually*”, choosing the word “*originally*” made the speaker experienced **lexical error** due to the speaker was wrong to choose the suitable word. The phrase “*for fear of master will forget it*” does not have a proper meaning that cannot be understood by the hearer.

5. Then Malin arrived in the city and meet to someone who give a job

In this sentence, the speaker experienced **morphological errors** due to the speaker was wrong to use the time and aspect. The underlined words should be replaced with “*met*” and “*gave*”.

6. Malin meet with a beautiful woman and then married

In this sentence, the speaker experienced **morphological errors** due to the speaker was wrong to use the time and aspect. The underlined words should be replaced with “*met*”.

7. Mom Malin come on to see him

The correct sentence is “*Malin’s mother came to see him*”, the speaker was wrong to construct the word order and choose the form of verb. Thus it is classified as **syntactic errors** and **morphological errors**.

8. Malin consider his mom died

The word “*consider*” is not suitable with the context of this sentence, it should be replaced with “*thought*”. The speaker experienced **lexical error** in producing this sentence.

9. And finally his moms curse be a stone.

The speaker should omit the word “s” in “*moms*” due to it indicates singular, this kind of error is classified as **morphological errors** because of choosing incorrect plural of noun. Also, the word “*curse*” should be replaced with the past form “*cursed*” and followed by “*to*” in order to make a proper sentence, this error is categorized as **syntactic errors** due to the speaker was wrong to choose the correct form of verb. The proper sentence is “*And finally his mom cursed to be a stone*”.

## Datum 2

Once upon a time there was a boy and his mother. He didn’t have father. He is a poor and he is very poor in the village and he wanna go, he wanted to go to the city to look for job and after that he found a beautiful wife and then he came back to the village and he found her mother over there. Her mother tried to recognize him to ee say that he is her son, and after that, that was a very big fight



over there between Malin Kundang and her mother. Her mother is fall down, and he cursed him into a stone.

The errors from this utterances are:

1. He is a poor and he is very poor in the village and he wanna go

The underlined clauses in this sentence are classified as **morphological errors** due to the speaker was wrong to choose the suitable verb and time aspect. The correct sentence is “*He is a poor in the village and he wanted to go*”.

2. Her mother is fall down

This error is categorized as **morphological errors** due to the speaker was wrong to choose the correct form of verb. The proper sentence is “*her mother felt down*”.

### Datum 3

Oce upon a time in the some place, there's live a man and his mother and his name is Malin Kundang. Malin Kundang is good boy. He always obey his mother. And one day he want eh he went eh want went to the city. He wanted look for some job and maybe a wife. And finally he find a good job and beautiful wife and and one day he miss with his village and he wanted to comeback. But in the travelling, travel he met ugly woman and eee the woman mengira she thought he is her son and Malin Kundang tidak merasa didn't feell is her his mother. So they fight eee Malin Kundang thought he didn't have mother like her, then Malin Kundang mendorong push up, push the woman and the woman falling down, fall down, and then the woman very angry and cursed Malin Kundang to be a stone.

The errors from this utterances are:

1. Once upon a time in the some\_place

The speaker was wrong to choose the suitable preposition, therefore it is classified as **lexical error**. The correct preposition is “*at*” because it indicates the place.

2. There's live a man and his mother

The existence of “s” in the word “*there*” should be omitted because it is followed with verb, and the verb should be in the form of past “*lived*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

3. He always obey his mother

Due to the text is narrative, it should be in the form of past tense, thus the speaker was wrong to construct this sentence and it is classified as

**morphological errors** due to the speaker was wrong to choose the correct form of verb. The correct sentence is “*He always obeyed his mother*”.

4. And one day he want eh he went eh want went to the city

The speaker was confused to choose the form of correct verb to use, therefore it is categorized as **syntactic errors** due to the speaker was confused to choose the suitable word. The speaker actually wanted to say “*and one day he wanted to go to the city*”.

5. He wanted look for some job and maybe a wife.

The speaker missed to put preposition “*to*” after the word “*wanted*”. This error is classified as **syntactic errors**.

6. And finally he find a good job and beautiful wife

This error is classified as **morphological errors** due to the speaker was wrong to choose the correct form of verb. The correct verb should be “*found*”.

7. One day he miss with his village

This error is classified as **morphological errors** due to the speaker was wrong to choose the correct form of verb. The correct verb should be “*missed*”.

8. But in the travelling

The word “*travelling*” should be replaced with “*journey*” in order to make the sentence suitable with the context. This kind of error is categorized as **lexical error** due to the speaker was wrong to choose the suitable word.

9. Travel he met ugly woman and eee the woman mengira she thought he is her son and Malin Kundang tidak merasa didn't feel is her his mother.

In this sentence, the speaker experienced **lexical error** and **syntactic errors** due to the speaker did not know how to construct the sentence by producing another language of English.

10. So they fight

This error is classified as **morphological errors** due to the speaker was wrong to choose the correct form of verb. The correct verb should be “*fought*”.

11. Then Malin Kundang mendorong push up, push the woman

In this sentence, the speaker experienced **lexical error** due to the speaker produce non-existent word in English.

12. The woman falling down

This error is classified as **morphological errors** due to the speaker was wrong to choose the correct form of verb. The correct verb should be “*felt*”.

13. The woman very angry

The speaker missed to add “*was*” in the sentence, therefore it is categorized as **syntactic errors**. The correct sentence is “*The woman was very angry*”.

**Datum 4**

One upon a time there live a man and his mother ee they are very poor and and ee that man didn’t have job so he want to come to city to get a job and when he got job he went so far so so he never come back to his home. And after long time that man Malin Kundang came back to home and he found a woman who was said he is my son and then Malin Kundang didn’t recognize that the woman is his mother. After that Malin Kundang push that woman and then she falling down and the woman was so angry and then cursed Malin Kundang to be a stone.

1. There live a man and his mother

The verb should be in the form of past “*lived*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

2. They are very poor

The verb should be in the form of past “*were*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

3. So he want to come to city to get a job

The verb should be in the form of past “*wanted*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

4. He never come back to his home

The verb should be in the form of past “*came back*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

5. He found a woman who was said he is my son

The existence of “*was*” in this sentence should be omitted due to it will change the meaning, this kind of error is categorized as **syntactical errors**.

6. After that Malin Kundang push that woman

The verb should be in the form of past “*pushed*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

7. She falling down

The verb should be in the form of past “*felt down*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

#### Datum 5

Once upon a time there was a man and his mother live in Sumatra. They were very poor and didn't have father. One day he want to come to city and look for job ee in the city he had already get a job and find beautiful wife ee after that after a long time he come to his village in Sumatra ee he his mother consider Malin Kundang is her son Malin Kundang recognize his mother and his mother ee and he fought with his mother, he mother felt down and she was very angry and she cursed Malin to be a stone.

The errors from this utterances are:

1. One day he want to come to city and look for job

The verb should be in the form of past “*wanted*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

2. He had already get a job and find beautiful wife

The verbs should be in the form of past “*got*” and “*found*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

3. After that after a long time he come to his village in Sumatra

The verb should be in the form of past “*came*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

4. He his mother consider Malin Kundang is her son

The speaker was wrong to choose the suitable pronoun, it should be in the form of relative pronoun in order to indicate ownership. This kind of error is categorized as **lexical error**.

5. Malin Kundang recognize his mother

The verb should be in the form of past “*recognized*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

6. He mother felt down

The speaker was wrong to choose the suitable pronoun, it should be in the form of relative pronoun in order to indicate ownership. This kind of error is categorized as **lexical error**.

## Datum 6

Once upon a time there is in north of Sumatra live a there is a Malin Kundang and his mother in the small house and they are so poor and Malin Kundang want to get job in city and they he is want permission to mother to go to city and after in city and in the city he's get a good job and get a beautiful wife. And after a long day, he is come back to the village and he is meet ee the old man and the old man claim is Malin Kundang is her daughter, eh her son. But the Malin Kundang doesn't want claim is the old man is her mother and the old mother feel like very angry and she is curse Malin Kundang to be a stone and finally Malin Kundang to be a stone.

The errors from this utterances are:

1. There is in north of Sumatra live a there is a Malin Kundang and his mother

This sentence does not have a good structure and the use of time aspect in the verbs are wrong, the speaker experienced **syntactic errors** and **morphological errors**. The correct sentence is *“In north Sumatra, there lived Malin Kundang and his mother”*

2. They are so poor

The verb should be in the form of past *“were”*. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

3. Malin Kundang want to get job in city

The verb should be in the form of past *“wanted”*. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

4. He's get a good job and get a beautiful wife

The speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb. The correct sentence is *“He got a*

*good job and a beautiful wife*”, in order to make the sentence efficient, the speaker only need to use one verb.

5. He is come back to the village

In this sentence, the speaker should omit the word “*is*” and change the word “*come*” into the past form. This kind of error is classified as **morphological errors** due to the speaker was wrong to use the time aspect in the verb. The correct sentence is “*He is come back to the village*”

6. He is meet ee the old man and the old man claim is Malin Kundang is her daughter, eh her son

“*He is meet*” and “*claim*” should be replaced with “*He met*” and “*claimed*”, this error is classified as **morphological errors** due to the speaker was wrong to use the time aspect. “*The old man*” here should be changed with “*the old woman*” due to it refers to Malin’s mother, and “*her daughter*” should be changed with “*her son*” since it refers to Malin, this kind of error is called as **lexical error** due to the speaker was not proper to choose the suitable diction.

7. The Malin Kundang doesn’t want claim is the old man is her mother

Misused of article “*the*” is called as **morphological errors**. The correct clause of “*Malin Kundang doesn’t want claim*” is “*Malin Kundang did not want to claim*”, this error is categorized as **syntactic errors**. The word “*is*” is not proper in this sentence, therefore it should be replaced with “*that*”, and “*the old man*” should be changed with “*the old woman*”, this kind of error is categorized as **lexical error** due to the speaker was wrong the suitable diction.



8. The old mother feel like very angry

The verb should be in the form of past “*felt*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

9. She is curse Malin Kundang to be a stone

The verb should be in the form of past “*cursed*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

10. Finally Malin Kundang to be a stone

The underlined word should be changed into “*became*”. Thus the speaker experienced **syntactic errors** due to the speaker was wrong to construct the correct sentence.

#### Datum 7

Once upon a time there live in Sumatra ee the mother and his son named malin kundang ee Malin Kundang is obey his mother ee. And then one day Malin Kundang ee look for a job ee several years later, Malin Kundang come back to Sumatra become rich and have a wife and then his mother came to malin kundang. Setelah ketemu Malin Kundang tidak mau mengakui ibunya, ibunya diusir. Malin kundang push her mother his mother. And his mother angry and curse Malin Kundang to be a stone.

The errors from this utterances are:

1. Malin Kundang is obey his mother

The speaker experienced **syntactic errors** due to the speaker was wrong to construct the sentence. The speaker should omit “*is*” and change the verb into past form “*obeyed*”.

2. Then one day Malin Kundang ee look for a job

The verb should be in the form of past “*looked for*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

3. Malin Kundang come back to Sumatra become rich and have a wife

The verb should be in the form of past “*came back*” and “*had*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

4. His mother angry and curse Malin Kundang to be a stone

The verb should be in the form of past “*cursed*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

### Datum 8

One day, once upon a time there live a boy and his mom. He was a good boy named malin kundang. They live in poverty. He was a good boy has a good attitude. One day his mom getting sick. Malin Kundang ee confuse how to heal his mom because they have no money to buy medicine. Then Malin Kundang have an idea to look for job in the city and then he asked permit to his mom, at first his mom didn't give the permit, but finally his he gave him permit to go to the city. He went to city by a simple ship. And then, after having a job in the city and became rich boy, he got married with the girl there, a city girl. And then they are back to his hometown, Malin hometown with eh by a luxury ship, ee his neighbor who saw him told to his mother that his son went home. Directly his mom ee went to the harbor near his house, his mom was surprised because Malin chase his mom away, he was shy to admit his mom because his mom was, because of poverty. And then his mom get angry with him and cursed to be a stone.

The errors from this utterances are:

1. They live in poverty

The verb should be in the form of past “*lived*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

2. He was a good boy has a good attitude

The verbs should be in the form of past “*had*” and add transitional word “*and*” before “*had*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

3. His mom getting sick

The speaker missed to put “*was*” before the verb due to this sentence indicates an event that happened in the past. Thus the speaker experienced **syntactic errors**

4. Malin Kundang ee confuse how to heal his mom because they have no money to buy medicine

The verbs should be in the form of past “*confused*” and “*had*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

5. Malin Kundang have an idea

The verb should be in the form of past “*had*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

6. He asked permit to his mom

The speaker experienced **lexical error** due to the speaker was wrong to choose the suitable part of speech of the word, the verb “*permit*” should be changed into noun “*permission*” in order to make the sentence proper.

7. His mom didn't give the permit

The speaker experienced **lexical error** due to the speaker was wrong to choose the suitable part of speech of the word, the verb “*permit*” should be changed into noun “*permission*” in order to make the sentence proper.

8. Finally his he gave him permit to go to the city

The speaker was wrong to choose the suitable pronoun and the suitable part of speech of the word, the verb “*permit*” should be changed into noun “*permission*”, this kind of error is categorized as **lexical error**.

9. They are back to his hometown

The verb should be in the form of past “*were back*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

10. Malin hometown with eh by a luxury ship

In this sentence, the speaker wanted to tell that Malin Kundang came back to his home town by a luxury ship, but the speaker could not construct a proper sentence, thus the speaker experienced **syntactic errors**.

11. His mom was surprised because Malin chase his mom away

The verb should be in the form of past “*chased*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

### Datum 9

Once upon a time in a small village near the beach ee live a woman and her son, Malin Kundang. Malin Kundang is a diligent boy, he always pray because he ee need to ee wealthy man. One day she ask permission to his mom, his mother ee “mother I want to ee went to countryside ee so realize me” my mother hear that sad but she still give permission to him ee and then in a countryside she work diligently and he have married with his wife and he became a wealthy man and then they ee back to his village ee when they arrive his mother recognize if there is her son she run to him and hug him, but he push her so her felt down ee she said “my son I am your mother” she said while crying, but Malin said “I don’t have mother like you, dirty, ugly and poor woman” ee hh his mother very sad while crying she said “ my God, if he is my son I curse him to the stone” suddenly become a thunderstorm and slowly Malin’s body become a stone.

The errors from this utterances are:

1. Malin Kundang is a diligent boy

The verb should be in the form of past “*was*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

2. He always pray because he ee need to ee wealthy man.

The verb should be in the form of past “*prayed*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb. Also the speaker was wrong to choose the suitable verb, the verb “*need*” should be changed with “*wanted*”, and this kind of error is

classified as lexical error. The correct sentence is “*He always prayed because he wanted to be a wealthy man*”.

3. One day she ask permission to his mom

The verb should be in the form of past “*asked*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

4. “mother I want to ee went to countryside ee so realize me”

In this sentence, the speaker used direct speech, in direct speech, the sentence should be in the form of present, and this kind of error is classified as **syntactic errors**. Moreover, the speaker also experienced **lexical error** due to the speaker was wrong to choose the suitable verb “*realize*”, it should be changed with “*permit*”. The correct sentence is “mother I want to go to countryside, so permit me”

5. My mother hear that sad

The adjective “*sad*” should be changed into adverb “*sadly*” in order to indicate manner, which is an unhappy situation. This kind of error is called as **lexical error** due to the speaker was wrong to choose the part of speech.

6. She still give permission to him

The verb should be in the form of past “*gave*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

7. She work diligently

The verb should be in the form of past “*worked*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

8. They ee back to his village

The speaker missed to put verb in this sentence, thus the speaker experienced **syntactic errors**. The correct sentence is “*they were back to his village*”.

9. When they arrive

The verb should be in the form of past “*arrived*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

10. His mother recognize if there is her son she run to him and hug him

Concerning to the context of the sentence, the speaker was wrong to choose the correct verb, the verb “*recognize*” should be changed into “*realized*”, thus it is categorized a **lexical error**. The speaker also experienced **morphological errors** due to the speaker was wrong to use the time signal, and the speaker should change “*is*” into the past form “*was*”.

11. But he push her so her felt down

The verb should be in the form of past “*pushed*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

12. His mother very sad

The speaker missed to put verb in this sentence, thus the speaker experienced **syntactic errors**. The correct sentence is “*His mother was very sad*”.

13. Suddenly become a thunderstorm and slowly Malin’s body become a stone.

The selection of the word “*become*” in the first sentence is not appropriate, thus the speaker experienced **lexical error**. Also the verb should be in the form of past “*became*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb. The correct sentence is “*Suddenly there was a thunderstorm and slowly Malin’s body became a stone*”.

**Datum 10**

Once upon a time there was a boy, his name is Malin Kundang. He live with her mother, eee he always prayed to the God every night because he want to go to city for look for the job. After in there he get job and have a beautiful wife. After a long time, he come back to his village in Sumatra. He meet a poor ugly mother which is his mother. His mother consider her son but Malin kundang not recognize his mother. He fought with his mother. She pulled her and very angry, then she cursed his son into stone.

The errors from this utterances are:

1. He live with her mother

The verb should be in the form of past “*lived*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

2. He want to go to city for look for the job

The verb should be in the form of past “*wanted*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the



correct form of verb. Also the speaker experienced **lexical error** due to the speaker was wrong to add the transitional word. The correct sentence is “*He wanted to go to city to look for the job*”

3. After in there he get job and have a beautiful wife

The verbs should be in the form of past “*got*” and “*had*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

4. He come back to his village in Sumatra

The verb should be in the form of past “*came back*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

5. He meet a poor ugly mother which is his mother.

The verb should be in the form of past “*met*”. Thus the speaker experienced **morphological errors** due to the speaker was wrong to choose the correct form of verb.

6. His mother consider her son

The verb should be in the form of past “*considered*”. Thus the speaker experienced **grammatical error**, in sub menu of **morphological errors** due to the speaker was wrong to choose the correct form of verb.

7. Malin kundang not recognize his mother.

The speaker also experienced **syntactic errors** due to the speaker was error to produce the proper sentence. The correct sentence is “*Malin kundang did not recognize his mother*”.

8. She pulled her and very angry

The speaker was wrong to choose the suitable pronoun, pronoun “*she*” should be changed into “*he*” since it refers to Malin Kundang. This kind of error is categorized as **lexical error**.

### 3.2 Factors Influencing speech Errors

From the observation conducted in two classes, the researcher also observed the causes that influenced the error of speaking produce by the students. The causes happened in both classes are quiet similar although the researcher gave the different tasks, therefore the researcher conclude all the causes in this discussion, but the duration of the time to observe the students is the same, thus it made the students experienced several causes that influence their speaking.

**Social reason** happens to the students since the researcher gave limited time and lack of preparation. In the first class, the researcher showed the video about water that will be retold by the students, the video was played two times, and after watching the video, the researcher gave the students 10 minutes to prepare. The duration of the video watched by the students is 4 minutes and 51 second, although the duration of the video is not too long, but still the information on the video is not known before by the students, thus it needs several times to watch and understand the video.

At the second class, the researcher gave the students the sequences of story in pictures. The students were asked to narrate the story based on the picture given. The story is about Malin Kundang which is urban legend from

Indonesia and most of the students know it. The researcher provided the pictures on the slide and gave the students 10 minutes to prepare. The students were permitted to look at the pictures while they told the story. From this classes, the social reason experienced by the students were as not many as the first class. But, there were several students that lack of time and preparation that cause speech error.

Furthermore the causes influenced the students both in the first class and the second class is **cognitive difficulty**, in producing utterances they took longer time to produce sentences on topic using the abstract word than the concrete words, for example: seharu, addiction, consider, and many untranslated words. At the level of word selection, hesitations appear when the speaker has difficulty finding just the right word. Another, from the data observed, the students experienced an error in constructing the sentences, whether in lexically, syntactically and grammatically, whereas they had been got the material about the tenses that should be used in speaking.

**Situational Anxiety** also happened in both classes due to a certain situation that makes a speaker become tense, anxious or worries about it. They tend to produce the hesitation in speaking. The anxiety breaks up the planning and execution that become less efficient. Besides, the speakers get difficulty to talk cognitively when they are anxious. When people anxious about the topic that will be delivered, they tend to be more careful in choosing the words that will be organized to be a sentence. They pay more attention in the diction they are going to speak. It can be looked from their utterances that often use “*eee*” while they constructed the proper sentences.

## CHAPTER IV

### CONCLUSION AND SUGGESTION

After presenting the finding and discussion toward the data analyzed, this chapter will cover the conclusion and suggestion. The suggestion provided in order to give ideas for the next research.

#### 4.1 Conclusion

Concerning to the previous chapter, the researcher got the conclusion that speech errors were found in the utterances produced by the students in both tasks. The distribution of speech errors such as grammatical error and lexical error are found in the students' utterances. Also, the causes of speech errors were found by the researcher when the students produced the utterances.

From the first task given to the students, the researcher found 29 error sentences produced by 10 students. From those errors, the researchers found 24 grammatical errors that are distributed into 19 syntactical errors, 5 morphological errors, also 11 lexical errors are found in their utterances. The speech error happened due to the students were lack of preparation to produce the utterances from the video played. Mostly, the student only could retell 20 to 30 percent from the information provided on the video and they commonly did mistakes in syntactical errors.

Further, from the second task applied to the students, which is about telling the urban legend story by looking at the pictures provided, the researcher found 83 error sentences produced by 10 students. The error that commonly appeared is

from morphological errors due to the students were still confused to differentiate the use of time signal. The researcher found 18 syntactical, 57 morphological, and 19 lexical errors. Mostly, the students had already known the plot of the story, but they were still confused about how to use the time signal in form of past tense.

Accordingly, the tasks can be used to be one of the learning materials in the classroom, although there are still many mistakes in producing the sentences. But, these tasks can be one of the materials used in increasing the students' speaking skill. Another, the second year students of MAN 1 Jombang were still confused about how to construct a proper sentence.

#### **4.2 Suggestion**

Concerning to the significance of this study that is the result of this research can be applied in the learning activities in order to decrease the producing of speech error in the learning process of English. Since this study only focuses on grammatical error and lexical error, the next researcher can add the phonological error in when observing the students' utterances.

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• **Table of Finding**

No.	Sentences	Error Distribution		
		Grammatical		Lexical
		Syntactic	Morphological	
<b>First Task</b>				
1.	We <u>must to drink</u> 8 liters of water every day.	√	-	-
2.	The human body <u>conside</u> about sixty <u>five percent waters</u> , many fruit <u>conside</u> water like strawberry, kiwi and broccoli have ninety percent water.	-	√	√
3.	Water is very important <u>things</u> in the world.	-	√	-
4.	Everything <u>like</u> in earth <u>need</u> water.	√	-	√
5.	<u>In addition</u> , we also have to drink water as much as one liter or equivalent to eight glasses.	-	-	√
6.	Because water is better <u>drink</u> than tea and coffee	-	-	√
7.	Everything <u>need</u> water	√	-	-
8.	The human body <u>conside</u> about fifty five to <u>enam puluh, sixty five</u> percent water	√	-	√
9.	The plants will die if <u>it not have a water</u>	√	-	-
10.	Body <u>is remarkably need</u> water.	√	-	-
11.	<u>The plants if the crops and did not watered</u> with water	√	-	-
12.	This is also if excess water so <u>the plant will quickly decaying</u>	√	-	-



13.	<u>So also the body of the water do not better if water shortage and fatal if your bodies express water.</u>	√	-	√
14.	Ee the benefit of water e benefit manfaat intinya, manfaat just and the water bagi for the global universal ee itu for human. The first is itu kesehatan health, second kekebalan the imunity, and three ee human of strong. And the sakit sakit sick, the sick cancer, diabetes and then, ee itu the dehydration.	√	-	-
15.	Because seven <u>tujuh lima</u> seventy four eh five seventy <u>five percent of our body water.</u>	√	-	√
16.	And <u>human will weak</u> and can cause disease <u>because of consumes</u> 3 liter of water in a day.	√	-	-
17.	Disease, <u>jantung, paru,</u> stroke, and cancer	-	-	√
18.	The human body <u>mengandung contain water about</u> sixty five percent	√	-	√
19.	The baby <u>contain</u> about seventy five percent and reduce to sixty five percent ee on when he is one year	√	-	-
20.	<u>The we must</u> drink water eight liter a day	-	√	-
21.	<u>Water can causes</u> cancer, low stamina, and can causes diabetes	√	-	-
22.	Seventy five percent of your <u>the</u> body is water.	-	√	-
23.	We must <u>we fell</u> weak	-	√	-

24.	We must consume three liter of water in <u>seharu</u> .	-	-	√
25.	<u>How is our body lack water?</u>	√	-	-
26.	In addition <u>to refreshing the throat</u>	√	-	-
27.	Drinking is also <u>benefit</u> , beneficial to <u>health</u> the body and increase the body metabolism.	√	-	-
28.	<u>In addition to refreshing the throat.</u>	√	-	-
29.	Drinking is also beneficial to <u>heal smooth</u> the body's metabolism	-	-	√
Second task				
1.	One day <u>there's a boy</u> named Malin Kundang and his mom	-	√	-
2.	They live <u>poor</u>	-	-	√
3.	Malin <u>think to wonder to the city looking for work</u>	√	-	-
4.	<u>Originally his mom did not allow for fear of master will forget it</u>	-	-	√
5.	Then Malin arrived in the city and <u>meet to someone who give a job</u>	-	√	-
6.	Malin <u>meet with a beautiful woman and then married</u>	-	√	-
7.	<u>Mom Malin come on to see him</u>	√	√	-
8.	Malin <u>consider his mom died</u>	-	-	√
9.	And finally <u>his moms curse</u> be a stone.	√	√	-
10.	<u>He is a poor and he is very poor in the village and he wanna go</u>	-	√	-
11.	Her mother <u>is fall down</u>	-	√	-
12.	Once upon a time <u>in the some place</u>	-	-	√
13.	<u>There's live a man and his mother</u>	-	√	-
14.	<u>He always obey his mother</u>	-	√	-
15.	And one day <u>he want eh he went eh want went to the city</u>	√	-	-
16.	He <u>wanted look for</u> some job and maybe a wife.	√	-	-
17.	And finally he <u>find</u> a good job and beautiful wife	-	√	-
18.	One day he <u>miss</u> with his village	-	√	-

19.	But in the <u>travelling</u>	-	-	√
20.	<u>Travel</u> he met ugly woman and eee <u>the woman mengira</u> she thought he is her son and <u>Malin Kundang tidak</u> <u>merasa</u> didn't <u>feel</u> is <u>her</u> his mother.	√	√	-
21.	So they <u>fight</u>	-	√	-
22.	Then Malin Kundang <u>mendorong</u> push up, push the woman	-	-	√
23.	The woman <u>falling</u> down	-	√	-
24.	<u>The woman very angry</u>	√	-	-
25.	There <u>live</u> a man and his mother	-	√	-
26.	They <u>are</u> very poor	-	√	-
27.	So he <u>want</u> to come to city to get a job	-	√	-
28.	He never <u>come back</u> to his home	-	√	-
29.	He found a woman who <u>was</u> said he is my son	√	-	-
30.	After that Malin Kundang <u>push</u> that woman	-	√	-
31.	She <u>falling down</u>	-	√	-
32.	One day he <u>want</u> to come to city and look for job	-	√	-
33.	He had already <u>get</u> a job and <u>find</u> beautiful wife	-	√	-
34.	After that after a long time he <u>come</u> to his village in Sumatra	-	√	-
35.	<u>He</u> his mother <u>consider</u> Malin Kundang is her son	-	-	√
36.	Malin Kundang <u>recognize</u> his mother	-	√	-
37.	<u>He</u> mother felt down	-	-	√
38.	<u>There is</u> in north of Sumatra <u>live</u> a there <u>is</u> a Malin Kundang and his mother	√	√	-
39.	They <u>are</u> so poor	-	√	-
40.	Malin Kundang <u>want</u> to get job in city	-	√	-
41.	<u>He's</u> <u>get</u> a good job and <u>get</u> beautiful wife	-	√	-

42.	He <u>is come</u> back to the village	-	√	-
43.	He <u>is meet</u> ee the old man and <u>the old man claim</u> is Malin Kundang is <u>her daughter</u> , eh her son	-	√	√
44.	The <u>Malin Kundang doesn't want claim</u> is <u>the old man</u> is her mother	√	√	√
45.	The old mother <u>feel</u> like very angry	-	√	-
46.	She <u>is curse</u> Malin Kundang to be a stone	-	√	-
47.	Finally Malin Kundang <u>to be</u> a stone	√	-	-
48.	Malin Kundang <u>is obey</u> his mother	√	-	-
49.	Then one day Malin Kundang ee <u>look for</u> a job	-	√	-
50.	Malin Kundang <u>come back</u> to Sumatra become rich and <u>have</u> a wife	-	√	-
51.	His mother angry and <u>curse</u> Malin Kundang to be a stone	-	√	-
52.	They <u>live</u> in poverty	-	√	-
53.	He was a good boy <u>has</u> a good attitude	-	√	-
54.	His mom <u>getting sick</u>	√	-	-
55.	Malin Kundang ee <u>confuse</u> how to heal his mom because they <u>have</u> no money to buy medicine	-	√	-
56.	Malin Kundang <u>have</u> an idea	-	√	-
57.	He asked <u>permit</u> to his mom	-	-	√
58.	His mom didn't give the <u>permit</u>	-	-	√
59.	Finally <u>his</u> he gave him <u>permit</u> to go to the city	-	-	√
60.	They <u>are back</u> to his hometown	-	√	-
61.	<u>Malin hometown with eh by a luxury ship</u>	√	-	-
62.	His mom was surprised because Malin <u>chase</u> his mom away	-	√	-
63.	Malin Kundang <u>is</u> a diligent boy	-	√	-
64.	He always <u>pray</u> because he ee <u>need to ee wealthy man</u> .	-	√	-

65.	One day she <u>ask</u> permission to his mom	-	√	-
66.	“mother I <u>want to ee went</u> to countryside ee so <u>realize me</u> ”	√	-	√
67.	My mother <u>hear that sad</u>	-	-	√
68.	She still <u>give</u> permission to him	-	√	-
69.	She <u>work</u> diligently	-	√	-
70.	<u>They ee back</u> to his village	√	-	-
71.	When they <u>arrive</u>	-	√	-
72.	His mother <u>recognize</u> if there <u>is</u> her son she run to him and hug him	-	√	√
73.	But he <u>push</u> her so her felt down	-	√	-
74.	<u>His mother very sad</u>	√	-	-
75.	Suddenly <u>become</u> a thunderstorm and slowly Malin’s body <u>become</u> a stone.	-	√	√
76.	He <u>live</u> with her mother	-	√	-
77.	He <u>want</u> to go to city <u>for</u> look for the job	-	√	√
78.	After in there he <u>get</u> job and <u>have</u> a beautiful wife	-	√	-
79.	He <u>come back</u> to his village in Sumatra	-	√	-
80.	He <u>meet</u> a poor ugly mother which is his mother.	-	√	-
81.	His mother <u>consider</u> her son	-	√	-
82.	Malin kundang <u>not recognize</u> his mother.	√	-	-
83.	<u>She</u> pulled her and very angry	-	-	√

- **Source text from video (first task)**

Water is virtually everywhere, from soil moisture and ice caps, to the cell inside our own bodies depending on factors like location, fat index, age, and sex. The average human is between 55 - 60 % water. At birth, human babies are even wetter. Being 75 % water, they are swimmingly similar to fish. But their water composition drops to 65 % by their first birthday. So what role does water play in our bodies, and how much do we actually need to drink to stay healthy? The H<sub>2</sub>O in our bodies work to cushion and lubricate joints, regulate temperature, and nourish the brain and spinal cord. Water is not only in our blood. An adult's brain and heart are almost three quarters water.

That's roughly equivalent in a banana. Lungs are more similar to an apple at 83%. And even seemingly dry human bones are 31 % water. If we are essentially made of water, and surrounded by water, why do we still need to drink so much? Well, each day we lose two to three liters through our sweat, urine, and bowel movements, and even just from breathing. While these functions are essential to our survival, we need to compensate for the fluid loss. Maintaining a balanced water level is essential to avoid dehydration or over-hydration, both of which can have devastating effects on overall health. At first detection of low water levels, sensory receptors in the brain's hypothalamus signal the release of antidiuretic hormone.

When it reached the kidneys, it creates aquaporin's, special channels that enable blood to absorb and retain more water, leading to concentrated, dark urine. Increased dehydration can cause notable drops in energy, mood, skin moisture, and blood pressure as well as sign of cognitive impairment. A dehydrated brain works harder to accomplish the same amount as a normal brain, and it even temporarily shrinks because of its lack of water. Over-hydration, or hyponatremia, is usually caused by overconsumption of water in a short amount of time. Athletes are often the victims of over-hydration because of complications in regulating water levels in extreme physical conditions. Whereas the dehydrated brain amps up the production of antidiuretic hormone, the over-hydrated brain slows, over and even stop, releasing it into the blood. Sodium electrolytes in the body become diluted, causing cells to swell.

In severe cases the kidneys can't keep up with the resulting volumes of dilutes urine. Water intoxication then occurs, possibly causing headache, vomiting and, in rare instances, seizures or death. But that's a pretty extreme situation. On a normal, day-to-day basis, maintaining a well-hydrated system is easy to manage for those of us fortunate enough to have access to clean drinking water. For a long time, conventional wisdom said that we should drink eight glasses a day that estimate has since been fine-tuned. Now, the consensus is that the amount of water we need to imbibe depends largely on our weight and environment. the recommended daily intake varies from between 2.5 - 3.7 liters of water for men, and about 2 - 2,7 liters for women, a range that is pushed up or down if we are healthy, active, old, or overheating. While water is the healthiest hydrator, other

beverages even those with caffeine like coffee or tea, replenish fluids as well. And water within food makes up about a fifth of our daily H<sub>2</sub>O intake. Fruits and vegetables like strawberries, cucumbers, and even broccoli are over 90% water, and can supplement liquid intake while providing valuable nutrients and fiber. Drinking well might also have various long-term benefits. Studies have shown that optimal hydration can lower the chance of stroke, help manage diabetes and potentially reduce the risk of certain types of cancer. No matter what, getting the right amount of liquid makes a world of difference, and how you'll feel, think, and function day to day.

- Pictures (second task)



- **Research permission letter**



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Nomor : B-314/FHm/TL.00/03/2018  
Lampiran : 1 Proposal Penelitian  
Hal : Permohonan Izin Penelitian

23 Maret 2018

Kepada  
Yth. Kepala Madrasah Aliyah Negeri 1 Jombang  
Di tempat

*Assalamu'alaikum wa Rahmatullahi wa Barakatuh.*

Dalam rangka menyelesaikan Tugas Akhir (Skripsi) Jurusan Sastra Inggris maka kami mohon diberikan izin untuk melakukan penelitian tentang "Speech Error in English as Foreign Language of the EFL learners at MAN 1 Jombang" pada mahasiswa:

Nama : Fitri Dewi Wulandari  
NIM : 14320038  
Jurusan : Sastra Inggris

Demikian atas izin dan kerjasamanya kami sampaikan terima kasih.

*Wassalamu'alaikum wa Rahmatullahi wa Barakatuh*

  
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