

Error Analysis Of Students' Speaking Ability On Dialogue

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ABSTRACT

The aimed of this research was to know the types and the causes of errors which made by the students in speaking ability on dialogue. This research was the qualitative research which used transcript instruments from the results of students' speaking with the sample was the tenth grade students of SMA Swasta Imelda Medan which consisted of 20 students. The results of students' speaking transcription would be examined to find out the types of errors often appeared while speaking on dialogue. And for the causes, the researchers used the transcript result interview to find out the causes of errors which made by the students while speaking on dialogue. The results of this research showed the types of errors in students' speaking ability that divided into; speech error, morphological error, and syntactical error. As the result, it was 16% with total 27 errors in speech error; the researcher found 6 of 9 errors: silent pause was 8, filled pause was 1, repetition was 10, slip of tongue was 2, false start (unretraced) was 2, and false start (retraced) was 4. In morphological error was 67% with total 113 errors: error in pronunciation was 106, error in vocabulary was 1, and error in word selection was 6. Syntactical error was 17% with total 28 errors include: omission was 21, addition was 3, and misordering was 4. This problem influenced by cognitive and psychological factors. In cognitive reason the students felt lack of pronunciation mastery, lack of vocabulary, and lack of grammar, in phsyscological reason the students were felt nervous, anxious and lack of confidence.

Keywords : Error Analysis, Speaking Ability, Dialogue

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1. INTRODUCTION

Speaking is one of the most important aspects of people's life. By speaking, people can express and share their feelings, thoughts, opinions and ideas. In other words, According to Rivers (1978: 162), by speaking, people can express the context of their minds or communicate what they have compiled to react to other persons or situations. Speaking refers to individual interaction in communication and as a way of communicating that influenced in daily lives. In Indonesia, English starts to be learned from the elementary level from junior to senior high school levels. As one of ability that must be learned by the students, there is a multifariousness situation that students should use English as a clear necessity and as a language skill, speaking is one of the basic competencies in English that must be learned and mastered. How to speak fluently is one of the pretensions of learning English as a foreign language. According to Richard (2008: 19), the mastery of speaking ability in English is a priority for many second language or foreign language students.

As a foreign language that is principally taught as one of subjects, English becomes one of the intermediate languages that is used during the teaching and learning process in the classroom. It is reasonable that establishing speaking ability is needed as the final achievement in mastering English. According to Richard (2008: 19), learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how far they feel their development in speaking English proficiency. But in learning foreign language especially speaking it is not easy to speak English well as second language learners, there must be some difficulties and

concern in the process, such as in students' knowledge and psychology in students. To solve the problems, teachers have to find an appropriate strategy in speaking and one of the strategies is by using dialogue.

Dialogue is a written, oral communication, or spoken exchange words between two characters and related to the communicative aspect, it is one of appropriate strategies to face the problems. The purpose of dialogue in teaching and learning is to present a situation where students can feel safe environment before meeting with the real situation. Dialogue is a strategy or learning media in developing speaking ability. The word "Dialogue" is having a discussion with someone. Dialogue is a written, oral communication, or spoken exchange words between two or more characters and related to the communicative aspect. According to Richard and Rogers (1986: 76), dialogue is one of the examples of social interaction activities compatible with a communicative approach which fluency and acceptable as the primary goal. Dialogue is very useful for teaching language strategy, especially for speaking ability.

This study used to know the students' types of errors while speaking on dialogue and then to find out the causes of the errors which made by students on dialogue, It doesn't stop there, the researchers also will determine the highest and the lowest types of errors which made by the students while speaking on dialogue. this study only focused on finding the types of errors and the causes which are made by students while speaking on dialogue. This research will take place at SMA Swasta Imelda Medan and the research subject of this study was the tenth grade students of SMA Swasta Imelda Medan.

2. LITERATURE REVIEW

A. Error Analysis

Error is a common thing or natural that have students done in a process of learning. When students do errors there should be a guidance to direct the student in a right way, because error is not self correct, it means that during a process of learning and teaching, errors need a teacher as an advisor who give them a guidance and it helps each other. In other words, the teacher obtained information on common errors in language learning as an aid to teaching or in the development of teaching materials and can be a good sign for teachers or researcher to achieve a language learning successfully that because basic task of error analysis is to describe how learning occurs by examining the students' output and included the correct and incorrect utterances that means a part of investigation.

Both refer to doing something wrong, but errors and mistakes are not the same thing. Error is due to lack of the knowledge or it results from incomplete knowledge, whereas Mistake is made by students in writing or speaking due to lack of attention, fatigue, carelessness, or other aspect of performance. Error and Mistake have important aspects between the differences. Students made errors because they do not know what are the correct, and mistake are made by students because they do not follow the rules that they actually know. In other words, errors cannot be self-correct and mistake can be self-correct.

B. Types of Errors

According to Clark and Clark, Dulay, Burt, and Krashen's theory cited in Nur and Nurul (2020), speech error, morphological error, and syntactical error. The researchers would display the list of types of errors in speaking ability below:

1) Speech Error

a) Silent pause

Silent pause means a period of no speak that appeared between any words. Silent pause occurs when students take a second or more between words due to get a difficulty of ideas for the next utterances.

Example:

I am cold I /// need blanket

- b) Filled pause
Filled pause means a gap filled that appeared when student is thinking by sounds like em, ah, uh, aa, etc. they get a difficulty to find the intended word which make them to produce sounds while thinking of what would say next.
Example:
I am cold I /// need blanket
 - c) Repetition
It can be defined as an error that occurs as a result of repetitive movements one or more words in speaking.
Example:
I am cold and/and I need a blanket
 - d) Correction
It occurs when students correct one or more words that they produced and add words with correction expressions.
Example:
I am cold am I eh hh sorry I mean I am cold and I need a blanket.
 - e) Interjection
An interjection is made when students accidentally use an interjection in speaking that has similar sound.
Example:
Now I am understand/Wow I am understand
 - f) Stutters
A speaking disorder that involves frequent and significant problem with normal fluency, a student who stutter know what they want to say, but have difficulty for saying it.
Example:
I am co/co/co cold and aa I need a blanket
 - g) Slip of tongue
An error commonly referred to as a slip of the tongue or misspeaking is a deviation as conscious or unconscious from apparently intended form of an utterance.
Example:
I am cold I need a blanket /I am cold I need banquet
 - h) False start (unretraced)
Unretraced false occurs when a student getting error in speaking and tried to repair their sentence by correcting one word or more without the space.
Example:
Do/Are you cold?
 - i) False start (retraced)
Retraced false can be defined as a correction by using repetition of one word or more before corrected words.
Example:
I am cold and I need some/I am cold and I need a blanket.
- 2) Morphological Errors
- a) Error in pronunciation
The students say utterances without know the exact pronunciation in each word. In this indicator the students make frequent problems with pronunciation; Pronunciation will not clear or accurate.
 - b) Error in vocabulary
The student has a problem in the usage of vocabulary in Source language into Target language.
 - c) Error in word selection
The students make some errors in the word choice.
- 3) Syntactical Errors
- a) Omission

Omission is a type of error which is characterized by absence of an item that must appear in well-formed utterances. In morpheme bounds (such as noun and verb inflection –s, -ed, -ing, -er, etc), to be (is, am, are, etc), Auxiliary (will, would, must, etc), article (a,an,the), and preposition.

Example:

I would like to do some homework/homeworks (Morpheme)

b) Addition

Addition is a type of errors which are characterized by the presence of an item, which should otherwise not appear in a well formed utter. In morpheme bounds (such as noun and verb inflection –s, -ed, -ing, -er, etc), to be (is, am, are, etc), Auxiliary (will, would, must, etc), and preposition.

Example:

We will going to the cinema/We will go to the cinema

c) Misordering

Misordering is type of error in sequencing or wrong position will change the meaning of the sentence. It does not only influence the meaning of sentence, but also it also can be ungrammatical sentence.

Example:

What you are planning to do?/What are you planning to do?

d) Misformation

Formation errors relate to use of unacceptable forms morphemes or sentences

Example:

Childs/children

C. Causes of Errors

Errors are always found in students' speaking production that can be observed, analyzed, and categorized. According to Clark and Clark theory, there are two causes of errors, as follow:

1) Cognitive Reason

In this case, students have speaking errors in speak fluently. The students have to find or remember the vocabulary and their knowledge: lack of grammar, lack of vocabulary or being confused about how to use appropriate words, and poor pronunciation. In other words, it is made students usually take a long time to produce sentence. In this case the reason can be appeared cause of human speech, such as memory, processing speed, etc.

2) Psychological or affective reason

Psychological errors is caused that influence from outside students, such as feeling nervous, shy, anxiety or being afraid of making mistakes and anything else can make students feel unconfident that makes them difficult to speak.

Error Analysis is needed by students to revise their speaking ability because of the mistakes will be appeared in students, it is similar as feedback that given by a teacher; especially in speaking English.

D. Speaking Ability

Speaking is a social skill which influential in daily life. Orally or verbally in speaking can be defined as a skill which used by someone to communicate. Speaking means allowing oneself to be understood that involves producing, receiving, and process information.

Since the speaking ability known as one of the tools in communication, it becomes something that must be considered and practiced. Speaking ability refers to students' ability to express their thought orally. Speaking ability can express or converse the ideas fluently with precise vocabularies or good and acceptable pronunciation. It is quite hard for students to correct their own mistakes for example; their pronunciation or innacurate vocabulary while speaking.

According to Nunan (in Brown 2001: 250 cited in Dian, F.) generally there are two types of spoken language, as follow:

1). Monologue

Monologue is the usage of language without any verbal feedback from others, in speeches, news broadcasts, or reading. Concisely, monologue as a verbal language performance involves one only people who speak.

2). Dialogue

Dialogue is the usage of speaking language involving two or more characters, such as dialogue that involves between two characters which talked each other.

Concisely dialogue, where the students need to speak in turn to communicate. Whereas in monologue, the student does not need a partner in speaking turn.

E. Dialogue

Dialogue is a written, oral communication, or spoken exchange words between two characters which related to the communicative aspect. In other words, dialogue can be defined as a strategy or learning media in developing speaking ability. The word “Dialogue” is having a discussion with someone and the purpose of dialogue in teaching and learning is to present a situation where students can feel safe environment before meeting with the real situation.

Example of Dialogue:

Sam : I can't believe how Clare goes around with Alice.
Kathy : Why is that? What's wrong with Alice?
Sam : She's a whistleblower and she rats on others in her department.
Kathy : Then, we have to warn Clare as soon as possible lest she slips up
Sam : Yeah, the sooner the better.
Kathy : Actually! I'm afraid Clare is the villain of the piece but not the otherway round.
Obviously; she is covering up by spreading rumors about Alice.
Sam : You don't say

Figure 1. Example of Dialogue

3. METHOD

A. Research Design

According to Creswell (2018), Qualitative research is an approach in exploring and understanding the meaning individuals or group to social or human problem. Concisely, qualitative research is a study that relies primarily on data collection with the aim of describing naturally occurring phenomena deriving meanings that can not be understand as numbers. Qualitative research emphasizes quality, not quantity, and data collected not from questionnaires but from interviews and observations directly and other related official documents.

B. Data Collection

In this case, the method of collecting data is documentation and the procedure of sound records was used in conducting the research as follows: (1) collects the sound records of students' speaking ability on dialogue, (2) Listened and observed the sounds and writes the scripts of the sound records, (3) Listened and identified the data that includes utterance containing errors, (4) Selects the data based on the type of error (5) Classifies the types of errors in speaking English

C. Data Analysis

The researcher used the qualitative research in which the method is conveying in descriptive analysis to describe and interpret the result of qualitative data.

Once data is collected, organized, and stored, the researcher have to identify the meanings and significance of the information. According to creswell (2012) identifies four steps for this phase; prepare data, analyze data, report result, and interpret the result.

1) Process and prepare data for analysis

The researcher prepared the data of errors which made by the students in transcript form.

2) Read the entire data or analyze in depth to describe all the information and the identify it.

To analyze and found the types of errors which made by students, the researcher conformed the data with the Clark and Clark, Dulay, Burt, and Krashen's theory about *types of errors* explanation in the previous chapter.

- 3) Integrate data and summarize for audience, indicate how these descriptions and restated it in the narrative/qualitative research.
The researcher will present the data which have identified and analyzed in narrative or qualitative form.
- 4) The final step is to interpret the data.
In collecting the data, the researcher took and calculated the scores and analyzed to find out the frequency or highest and lowest types of errors, the researcher used formula below:

$$P = F/N \times 100\%$$

P : Percentage

F : The number of types of errors

N: The total numbers of data errors

4. RESULT AND DISCUSSION

A. Results

The data that had collected and analyzed based on types of errors was resulted the totals of errors which made by the students divided into: speech error, morphological error, and syntactical error. To know the results of types of errors which made by students while speaking on dialogue, the researchers displayed into the table below:

Table 1. Identification of The Students' Errors

No	Students' Names	Types of Errors		
		Speech Errors	Morphological Errors	Syntactical Errors
1.	GD	2	8	2
2.	TI	1	2	0
3.	PR	0	3	3
4.	MM	1	4	2
5.	FB	2	4	1
6.	RD	5	9	0
7.	SB	2	5	2
8.	IP	2	5	2
9.	PN	1	4	0
10.	DP	3	5	0
11.	TA	0	2	0
12.	KA	0	1	1
13.	SA	1	12	2
14.	DA	1	8	2

15.	FV	1	5	2
16.	VI	2	12	3
17.	AA	0	1	4
18.	ES	0	1	0
19.	EH	1	7	1
20.	VD	2	15	1
Totals of Errors		27	113	28
			168	

Based on the table above, the total of speech error was 27. Morphological error was the highest error of the other two, with total 113. And syntactical error with total 28 errors.

This research concerned to types of errors occurred on students while speaking on dialogue. the total overall was 168 of each types of errors which made by the students based on Clark and Clark, Dulay, Burt, and Krashen's theory. To know the types of errors which made by students, the researchers was classified the data into below:

B. Types of Errors

There are three classifications of error found in the data. They are speech error, Morphological error, and Syntactical error.

1). Speech Error

a) Silent Pause

Silent pause means a period of no speak that appeared between any words. Silent pause occurs when students take a second or more between words due to get a difficulty of ideas for the next utterances. There 8 of silent pause in data. *"I will come to your house and we can /// go together"*. After the words "we can", the students stopped and keep silent for few minutes. Then the students completed the sentence by saying "go together".

b) Filled Pause

The students produced utterances, and in that utterance, there was a gap filled by aaa, eee, uuu, mmm, or nnn. The example was *"I want but /nottt/ no/not now"*. In the middle of the sentence, the student stopped for a second, but it is not silent. The student filled it by producing sound *"no/ttt"*, and then the student continued his sentence

c) Repetition

Repetition occurred when the students produced the utterances and the students repeated one or more words before finished the utterances. The researchers found 10 utterances containing repetition. There is an example of repetition *"I/I will pick you later ok"* According to this utterance, the student repeated the words "I" and after repeating the words, the student completes the utterances

d) Slip of Tongue

Slip of the tongue occurred when the students slipped in their sounds, words, or the other. The researchers found only 2 utterance containing slip of tongue. There is the example of slip of tongue *"ist"/ it's a good idea"*. Student tried to speak "it's", but in the end of the sentence is the word "is". The students produced the utterance unsuccessful. The word "is" influenced the word before. So, the sounds "it is or it's" become the sounds "ist" and the student gets slip.

e) False Start (unretraced)

False start (unretraced) occurred when the students getting wrong in their utterances, and tried to repair the utterances by correcting one word or more words directly without space. The researchers found 2 errors. The example of unretraced *"would like/you like to come*

with us". The student tried to repair the utterance by changing the word "leke" into "you" without using the explicit utterance.

f) False Start (retraced)

The students corrected the word, but before correcting the word, the students repeated one word or more words. The researchers found 4 errors. This is an example of False start (retraced). "*I am go/ I am going to held a birthday party in my house next week*". student repeated the word "*I am*", and then corrected the next word into "*going*".

Table 2. Examples of The Students' Errors

Speech Errors	Examples
Silent Pause	I will come to your house and we can /// go together
Filled Pause	I want but /nott/ no/not now
Repetition	I/I will pick you later ok
Slip of Tongue	"ist" it's a good idea
False Start (unretraced)	would like/you like to come with us
False Start (retraced)	I am go/ I am going to held a birthday party in my house next week

2. Morphological Error

a. Error in Pronunciation

The students made errors when they pronounce a word or phrase in their utterances. The example is "*pencil case/keis/*". The student made a error in next of word "*case*". The researchers found 106 of wrong pronunciations.

b. Error in Vocabulary

The student has a problem in the usage of vocabulary in Source language into Target language. The example is "*I will pick you up at apa tadi*". The student confused to use next word to continue the utterance. The researchers only found 1 of error vocabulary.

c. Error in Word Selection

The students hahave problem in the usage of word selection in Source language into Target language. The student made an error when used inappropriate word in the utterance. The example is "*What movie do you want to see?*". The student used a wrong for choosing the word. "*see*" to "*watch*" a move. The researchers found 6 of wrong word slection.

Table 3 The Examples of The Students' Errors

Morphological Errors	Examples
Error in Pronunciation	"pencil case/keis/".
Error in Vocabulary	I will pick you up at "apa tadi"
Error in Word Selection	What movie do you want to "see"?

3). Syntactical Error

a) Omission

Omission is a type of error which is characterized by absence of an item that must appear in well-formed utterances. In morpheme bounds (such as noun and verb inflection -s, -ed, -ing, -er, etc), to be (is, am, are, etc), Auxiliary (will, would, must, etc), article (a, an, the), and preposition. The example "*I and my mother are going to go to the bookstore tomorrow*". The researchers found 21 errors in omission.

b) Addition

Addition is a type of errors which are characterized by the presence of an item, which should otherwise not appear in a well formed utter. In morpheme bounds (such as noun and verb inflection -s, -ed, -ing, -er, etc), to be (is, am, are, etc), Auxiliary (will, would, must,

etc), and preposition. The example "I'm going to continues study", the students add a "es" in to infinitive word "continue". The researchers found 3 errors in addition.

c) Misordering

Misordering is type of error in sequencing or wrong position will change the meaning of the sentence. It does not only influence the meaning of sentence, but also it also can be ungrammatical sentence. The example "When will the test be held?", the student made an error in wrong position of interrogative sentence. The researchers found 4 errors in misordering.

Table 4. Examples of The Students' Errors

Syntactical Errors	Examples
Omission	I and my mother are <u>going</u> to go to the bookstore tomorrow
Addition	I'm going to continu <u>e</u> s study
Misordering	When <u>will the test</u> be held?

The researchers found 12 erros that divided into 3 types of errors. Speech errors: Silent pause, Filled pause, Repetition, Slip of Tongue, False start (unretraced), and (retraced). Morphological errors: Error in pronunciation, Error in vocabulary, and Error in word selection. Syntactical Errors: Omission, Addittion, and Misordering.

Based on data above, in speech errors, there was 8 errors in silent pause, 1 error in filled pause, 10 errors in repetition, 2 errors in slip of tongue, false start (unretraced) was 2. and 4 errors in (retraced). In Morphological errors, there was 106 errors in error in pronunciation. 6 errors in error in word selection, and error in vocabulary was 1 error. The in Syntactical Errors, there was 21 errors in omission, 3 errors in addition, and 4 errors in misordering. The total overall was 168 errors. To know the identification the types of errors, the researchers accumulated the totals of errors into table below:

Table 5. Accumulation of The Students' Errors

Types of Errors		Frequency of Errors	Totals of Errors
Speech Errors	Silent Pause	8	27
	Filled Pause	1	
	Repetition	10	
	Slip of Tongue	2	
	False Start (unretraced0	2	
	False Start (retraced)	4	
Morphological Errors	Error in Pronunciation	106	113
	Error in Word Selection	6	
	Error in Vocabulary	1	
Syntactical Errors	Omission	21	28
	Addition	3	
	Misordering	4	

By using the formula, the percentage of error were:

1) Speech Error

$$P = \frac{27}{168} \times 100\% = 16\%$$

2) Morphological Error

$$P = \frac{113}{179} \times 100\% = 67\%$$

3) Syntactical Error

$$P = \frac{28}{179} \times 100\% = 17\%$$

Based on the table of the percentage of students' types of errors accumulation, it could be that the researcher accumulated percentage in speech error was 27 errors or 16%, Morphological Error was 113 errors or 67%, and syntactical error was 28 errors or 17%. And the figure of percentage type of error was:

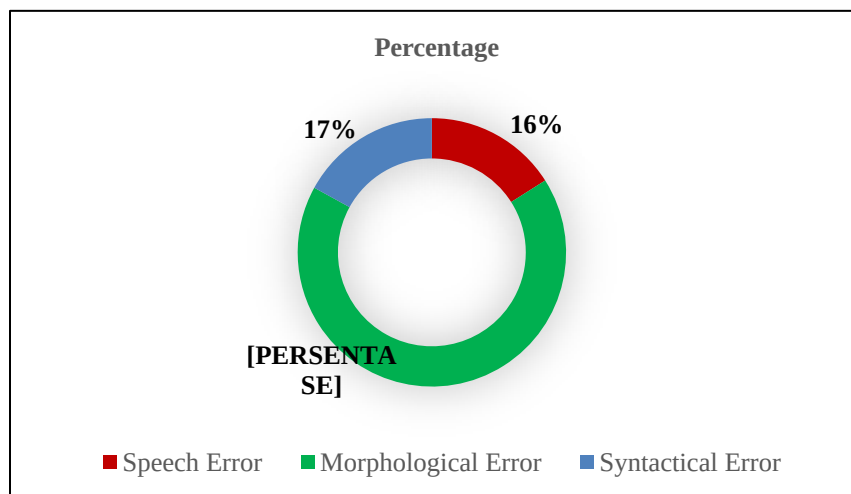


Figure 1. The Percentage of Students' Types of Errors

B. Causes of Errors

There are two reasons of error found in the data. They were Cognitive and Psychological Reason.

1). Cognitive Reason

In this case, students have speaking errors in speak fluently. The students have to find or remember the vocabulary and their knowledge: lack of grammar, lack of vocabulary or being confused about how to use appropriate words, and poor pronunciation. In other words, it is made students usually take a long time to produce sentence.

a. Lack of grammar

In this case the reason can be appeared cause of human Some students think that grammar is one of the causes in error their speaking: "*Kesulitannya itu di grammar nya karena saya masih kurang bisa memahami grammar-grammar itu*". one of students said that grammatical is a part of the difficulties while speaking. A grammar is one of the

important things that need in speaking English because it can make good communication between each other.

b. Lack of pronunciation

Beside grammar, pronunciation became one of the difficulties on students' speaking. The students with good English pronunciation are likely to be understood. So, for this case based on experienced by students, one of the problem or causes in their speaking errors were have poor pronunciation that explained in data interview: *"Sebenarnya sih itu tidak sulit karena kalau dalam penyebutannya saja yang sulit"*. The last experiences from respondent related to lack of pronunciation: *"Kadang-kadang ada kata-kata yang sulit dibaca pengucapannya miss"*. As expressed, a lot of students faced the same problems in poor pronunciation.

c. Lack of vocabulary

Based on interviewed some students also said that Vocabulary is the difficulties in speaking, because having a lot vocabulary knowledge is a good way to speaking English fluently. The students can't speak English or do the conversation, if they lack vocabulary. *"Menurut saya berbicara bahasa inggris itu cukup sulit karena kita harus memiliki vocabulary yang banyak"*. Vocabulary is an important aspect when speak English fluently and the basic aspect to develop all the other aspects such as: reading, writing, speaking, and listening.

2). Psychological Reason

Psychological errors is caused that influence from outside students, such as feeling nervous, shy, anxiety or being afraid of making mistakes and anything else can make students feel unconfident that makes them difficult to speak.

The prevalent problems are faced by students of SMA Swasta Imelda was feeling nervous. This condition like shy uncomfortable as well, or it can be affected by a person's emotional state for some reason. The problems related in feeling nervous were stated in data interview: *"Kesulitan saya saat berbicara eee... itu mengontrol kegugupan saya dan kepanikan saya saat melihat banyak orang"*. Feeling nervous still a problem faced by students because they are still worried about their knowledge in speaking. Beside feeling nervous the students also said too worried, feel uncomfortable and felt fear of making mistakes when they confront in front of class where they were afraid of negative feedback from their friends. Self-confidence was one of part the causes of errors in speaking English and not all of students has highly self-confidence. students felt not confident that caused by some problems. They stated that they were not confident caused by lacking of vocabulary, and lacking of preparation. With regard to lack of confidence, students found this feeling as an obstacle for them to speak in English class. The cause of feeling lack of confidence was their inability to speak English as: *"Menurut saya berbicara dalam bahasa inggris itu tidak sulit tetapi memiliki keberanian untuk berbicara itu yang sulit"*. And then *"Malu gitu setelah itu gugup dan kurang percaya diri"*.

C. Discussions

Based on the previous study that used by the researcher, there were some differences between this research and another another research, namely: Zakaria, Ibrahim, and Yahrif (2022), and then Nur and Nurul (2020) both of them had a similirity in error analysis on students' speaking ability research. The highest types of errors that made by students in Zakaria, Ibrahim, and Yahrif's research was filled pause 68% in speech error, and in Nur and Nurul's research was 78,22% in speech error too, meanwhile in this research the highest was pronunciation 67% in morphological error. This research's finding from Zakaria, Ibrahim, and Yahrif (2022) and then Nur and Nurul (2020) was differences with this research's finding because their finding focused on dialogue between the researcher and students, meanwhile this research's finding focused on dialogue between two students who talked each other. The problem in research Zakaria, Ibrahim, and Yahrif (2022) was influenced by different factor, it was linguistic and nonlinguistic reason, and then in

Nur and Nurul's research (2020) used cognitive, situational, and social reason for the causes of errors. In Zakaria, Ibrahim, and Yahrif (2022) research was influenced by English learners still afraid of making errors and afraid of being mocked by friends. Moreover, the object of Zakaria, Ibrahim, and Yahrif's research was eleventh grade students of high school.

The correlation between the result of researcher's finding and previous study were discussed the errors on speaking that made by students, these researchs were important to develop as feedback in students' speaking ability.

5. CONCLUSION AND SUGGESTION

A. Conclusions

Based on the findings and discussion, it can be seen that there are two conclusions. The first conclusion was about the types of errors in speaking ability and the causes of errors which made by the students encountered by the tenth grade students of SMA Swasta Imelda Medan.

- 1). The researcher found 12 erros that divided into 3 types of errors. Speech errors: Silent pause, Filled pause, Repetition, Slip of Tongue, False start (unretraced), and (retraced). Morphological errors: Error in pronunciation, Error in vocabulary, and Error in word selection. Syntactical Errors: Omission, Addittion, and Misordering. The highest error made by students on speaking was one hundred thirteen (113) occurrences or about 67% in Morphological Error which consisted of Error in pronunciation was one hundred six (106), Error in vocabulary was one (1), and Error in Word selection was six (6). Whereas in Speech error was twenty seven (27) or 16% and Syntactical error was twenty eight (28) or 17%.
- 2). The second conclusion was causes of errors on speaking ability encountered by the tenth grade students of SMA Swasta Imelda Medan. It was found that there are many reasons or causes of errors in their speaking ability (both related to cognitive and psychological factors). Among those causes of erros, the major causes were poor pronunciation, nervousness, lack of vocabulary, lack of understanding grammatical patterns, unconfidentally and anxiety or afraid of making mistakes. Among the causes of errors which were made by the students, most of the students said that they had concern in pronunciation aspect while speaking.

B. Suggestions

Based on the result of analysis and conclusion above, the researcher wants to give suggestion that will be useful for the English teachers, students, and next researcher.

1. The teachers

The English teacher should create a meaningful learning situation to motivate students to conduct grammar practice, especially in pronunciation drills. As the result, the speaking activities will be more attractive.

2. The students

The students are expected to feel unshy or afraid of making mistakes. They should keep drilling their grammar and pronunciation to help them in develop their speaking ability.

3. For the next researchers

In this research, the next researchers have to explain about types of errors during the students practice while speaking on dialogue and It was also hoped that the next researchers would use the dialogue material to be applied in other ability.

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