CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is a means of communication, People can communicate with each other by using language. English is the first foreign language in Indonesia which is important to transfer knowledge. English is very important and has many interrelationships with various aspects of life owned by human being. English is also, of course a mother tongue for many people in the world, thought, as we shall see, such ' native speakers are increasingly out – numbered by people who have English as a second or third language and use it for international communication.

In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level. Studying English is very important for them because there are many books written in English. In addition most sciences, technology, art, culture, and a lot of communication's in internet or computer are

written in English. The western person that used this language, but more than a half people in the world had too. English is quite significant for people as means of communication. It means that English is very popular as a world language. Therefore, their good mastery of English will make it easier for them to comprehend books written in English.

There are four skills to support learn English language such as: Speaking, Listening, Writing and Reading. The students are expected to have ability in those language skills, which cover receptive and productive language use. Teaching English is not easy, English teachers should not only master the language, but they should also be able to make their students learn.

Speaking is one of language skills, should be mastered well by students, because speaking isan essential factor that influences one's activity in communication. From the explain above, speech production have influence to process by which thoughts are translated into speech.

Many students inadvertent flaws in a speaker's use of his or her language. The teacher should prepare and find out the appropriate techniques which are implemented to the students. A good teacher should teacher himself or herself to various and up-to-date techniques

and mastering material in order to be understood by students, and make children interested and happy in teaching and learning process in the classroom.

The teachers should concern that teaching speech production especially for students, because many students mistakes in speech production (slips of the tongue). By "slips of the tongue" we mean any inadvertent flaws in a speaker's use of his language. These mistakes can provide evidence for many of the linguistic constructs we have been discussing throughout this course.[1] The teachers have to know the characteristics of young learners and the students enjoyed and interested to learn English language, the writer easier to analysis students error in speech production.

Children produce their first words at age one, and by age six they have a vocabulary approaching 14,000 words.[2] In ordinary fluent conversation people pronounce roughly four syllables, ten or twelve phonemes and two to three words out of their vocabulary. Errors in speech production are relatively rare occurring at a rate of about once in every 900 words in spontaneous speech. Students slips of the tongue

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[1] Nick Cipollone, *et al. Language Files Materials for an introduction to Language & Linguistics Seventh Edition* (Ohio State University Press,1998), 300.
[2] Ibid., 284.

when they speech production spontaneous and it often happen to students if they are conversation.

Based on the pre-observation by the writer in the Second Grade of Daar El- Qolam Islamic Boarding School teaching English as a foreign language in Indonesia many serious challenges, the problem are the students find it difficult to spell, understand the meaning and pronounciation when the students learn or conversation used English language.

Many method to analyze error speech production especially qualitative method.To analyze the students error in speech production and to know process language in learning English language. the writer described each error in speech production by introduce herself and then the writer identified part to part students error in speech production. And she identified these error by reconstructing it and gave description of each errors.

A case study very popular in qualitative research, and involves a careful and complete observation of social unit, a person, a family, and institution, a cultural group or even the entire community. to collecting

data the writer used instrument interview, observation and document to easier the writer to analyze students error.

The writer want to analyze how the students speech production when they are learning English language in classroom and is there many error in speech production (slips of the tongue). The writer used method of qualitative research to analyze students when speech production.

Based on the above review, the researcher concern with*" THE ANALYSIS STUDENTS' ERROR INSPEECH PRODUCTION (Slips of the Tongue)"*, And the purpose of the study is to analysis students in speech production.

B. Statement of the Problems

The problems in this research are formulated as follows :

1. How is the students Speech Production in Second Grade of Daar El-Qolam Islamic Boarding School ?

2. What are factors influencing Students Error in Speech Production (Slips of the tongue) ?

C. Objectives of the Research

This study has some objectives which includes :

1. To know the students Speech Production in Second Grade of Daar El-Qolam Islamic Boarding School.

2. To find out factors influencing Students Error in Speech Production (Slips of the tongue).

D. Focus of the Research

focus of the research is the writer want to analyze the problems of the students error in Speech Production, to find out factors influencing students error in speech production.

E. Significant of the study

The result of this study will be expected to give worthy contribution for:

1. The students to be able to solve their problems in speech production and to motivate the students to learn.

2. The teacher, the result of this research will help the teacher to choose the appropriate technique that is used in speech

production in order to improve the students' speaking comprehension.

3. The other researcher, the result of this research can be used as reference and can increase the other researcher.

F. The Previous of Study

There are some previous researcher that focus on errors analysis in speech production.

The first researcher done by Mirjana M. Kovac (2011), entitled " *Speech Error In English Foreign Language"* She observed students in Croatia. She used A Study Case of Engineering Students in Croatia, the participants of the study were 101 engineering students a recordedspeech sample in the English language L2 lasting for approximately ten hours was transcribed more than three and a half thousand speech errors were recorded. She used the task types to know errors English foreign language such as the experimental procedure and task type and classification of errors and analysis. The result of observation and discussion the participants of the study produced a total sum of 56 862 words, where by almost ten hours of recorded speech was collected. And the error distribution forall task it can be

observed that a total number of 3518 error was recorded. Morphological errors were the most frequent ones 60% of the total number error, syntactic error 18%, phonological error 2.5%.

The Second research done by Qowimul Adib 073411095 (2012), entitled *"Grammatical Error Analysis of Speaking Of English Department Students"* He observed a study at 2010 Speaking Class of ELT Department of IAIN Walisongo. He used the qualitative research analysis without using number, and he used some processes in data analysis, the first process is recording their speaking to know find there are some errors or not and to know what types of grammatical errorare found at ELT student's speaking. He got data analysis on the field was done when collecting data and after collecting the data. The activities on the qualitative data were done interactively and continue until complete.

Based on the finding of the analysis, it show that Aziz made eight sentences in 1 minute 37 second. He made seven errors in six sentences. Nila made eleven sentences in 2 minutes 19 seconds, she made nine error in five sentences. Jannah made twelve sentences in 2 minute 33 seconds, she made sixteen errorin eleven sentences.

Andabout the percentages of error, here is the data: Aziz 27% of error; Nila: 81.8% of error; and Jannah: 66.6% of error.

The differences between the previous study and the writer research is the researcher by Mirjana Kovac she was observed speech error on phonological, syntactic error and frequent of error sound meanwhile the writer only observed speech production students and factors influencing slips of the tongue. The writer analyzes how speech production which the result from the students at Second Grade Islamic Boarding School.

After the writer observed at school, the writer find out many students slips of the tongue because low knowledge and influence of mother tongue, the students only conversation without knowing the grammatical rules and the types of speech error.

The previous study by Qowinul Adib analyze grammatical error in speaking ability, it is so very differences with the writer analyze, the finding data by Qowinul Adib includes the frequency of error and the types of error in grammatical units.

CHAPTER II

THEORETICAL FRAMEWORK

A. SPEAKING

1. Definition of Speaking

Speaking is an interactive process of meaning construction that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which is occurs. Including the physical environment and the purpose for speaking it's often spontaneous open-ended and involving. However speech is unpredictable.[3]

Speaking a language is especially difficult for foreign language learners because affective oral communication requires the ability to use the language appropriately in social interactions. Speaking ability is the ability to express opinions or throughts and feelings to a person or group verbally, either face or by distance. Moris in Novia, states that

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[3] Qowinul Adib, "*Grammatical Error Analysis of Speaking of English Department Students*, (Walisongo State Institute For Islamic Studies 2012), 27.

talk is a natural means of communication between members of the public to express their thoughts and as a form of social behavior.[4]

Basically speaking ability should be processed by all persons is need of communications activities, whether its one-way or reciprocal or both. A person who has talked a good skill, will have the convenience in the association, whether at home, at work, or everywhere.

Jeremy Harmer Stated "speaking activities can also form one part of a longer sequence that includes reading or listening to and after the activity, work study".[5]

Speaking skill is seen as somewhat difficult for someone language learners. Here, a speaker should at least pronounce the words well, choose the suit dictions, and try to do grammatically correct though, perhaps in any cases,it is common when a speaker speaks without having good attention at accuracy or fluency. Brown says that there are eight characteristics of spoken language can make oral performance easy well as, in some cases difficult.

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[4] Novia, T. 2002.*Strategy To Improve Students Ability In Speaking*. Makalah Tugas Akhir S1. Padang: UNP Padang. P.17
[5] Jeremy Harmer, *How to Teach English,* (Longman),p.96

First characteristics is clustering, because of fluent speech is phrasal, not word by word, so the learners should be able to organize their output both cognitively and physically through such clustering, secondly is redundancy, it means that the speaker has an opportunity to make meaning clearer through redundancy of language. Reduced from is the third characteristic. All from special problems in teaching spoken English are : contractions,elisions,reduced,vowels etc.

Fourth is a performance variables. As the process of thinking as we speaks, it's possible allow us to manifest a certain number of performance hesitations, pauses, backtracking and corrections. Sixth characters is colloquial language. to make the students able to speak well. Seventh character is rate of delivery. It is another important characteristic of fluency. Eight characters are stress , rhythm, and intonation. This is the most important characteristic of English pronunciation.

2. Basic Types of Speaking

These are the basic types of speaking :

1. *Imitative*.   at one end of continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

2. *Intensive*. A second types of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrase, lexical, or phonological relationships.

3. *Responsive*. Include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments.

4. *Interactive*. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchange and multiple participants.

5. *Extensive (monologue)*. Extensive oral production task include speeches, oral presentations and story telling.[6]

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[6] H. Douglas, Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco State University, 2004), 141-142.

B. Error in Speech Production

1. Definition of Error

According to H. Douglas Brown in his book, a destination between mistake and error, mistake must be carefully distinguished from errors of a second language learner, idiosyacrasies in the language of the learner that are direct manifestations of a system within which a learner is a operating at the time and mistakes. Can be self corrected if the deviation is pointed out of the speaker. An error, a noticiable deviation from the adult grammar of native speaker reflects the competence of the learned.[7]

An error is a linguistic form or combination of form, which in the same context and under similar conditions of production, would in all likelihood, not be produced by the speaker's natives counterparts (Lennon,1991:182).

Error or mistake in learning English usually happen to students, because students usually mistakes in pronoun, many factor

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[7] H. Douglas Brown, *Principles of Language Learning and Teaching, Fifth Edition,* (San Francisco State University,Adision Wasely Longman, 2007), 258.

students errors in speech production one of part because students don't understand about the linguistic system when they use it.

2. Between of Mistake and Error

There are between of mistake and error which usually happen when students speech production.

a. Mistake refer to a performance error that is either a random guess or a "slip" in that is failure to utilize a know system correctly, all people make mistake, in other native in second language situation.[8]

b. Error is the result of one's systematic competence (the learner's system is incorrect).[9]error is caused by the competence factor and the student don't understand about the linguistic system when they use it in daily activity or learning English conversation.

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[8] Ibid,. 257.

3. Definition of Speech Production

Speech Production is the process by which thought are translated into speech. This includes the selection of words, the organization of relevant grammatical forms, and then the articulation of the resulting sounds by motor system using the vocal apparatus. Speech production can be spontaneous such as when a person creates the words of a conversation. Speech production is not the same as language production since language can also be produced manually by sign.

Speech is controlled in your mind by feedback from your hearing and mouth position as much as it is from your memory. If you want to speak fluent English, it is just as important to retrain your tongue as it is to train your memory. To be effective, however, you must retrain your mind, tongue, and hearing at exactly the same time because they must work together when you speak English.[10]

Speech production is made possible by the specialized of our vocal organs that generate speech sound waves. Like all sounds production, speech production requires a source of energy. The source of energy for speech production is the steady stream of the air that

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[10] Lynn Lundquist, *Learning Spoken English* ,18 Mei 2016.(www.freeEnglishNow.com/help14.html),

comes from the lungs as we exhale. When we breathe normally, the air stream in inaudible. To become audible, the air stream must vibrate rapidly.

Speech production refers to the cognitive processes engaged in going from mind to mouth, that is the processes transforming a non linguistic conceptual structure representing a communicative intention into a linguistically well formed utterance. Within cognitive psychology, research concerning speech production has taken various forms such as: research concerning the communicative aspect of speaking; research concerning the phonetics of the produced speech; and research concerning the details of the cognitive processing machinery that translates conceptual structures into well-formed linguistic utterances.[11]

According to Duffy (2000), "speech is the most complex of innately acquired human motor skills, an activity characterizedin normal adults by the production of about 14 distinguishable sounds per second through the coordinated actions of about 100 muscles innervated by multiple cranial and spinal nerves".[12]

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[11] Bock, J.K, *Meaning Sound and Syntax: lexical priming in sentence production. Journal of Experimental Psychology : Learning Memory and cognition*,
[12] Duffy JR (2000) *Motor Speech Disorder*. Humana Press, Totowa, p 35

The process of speech production compries four main activities which process in successive order, as follows:

    a) Conceptualization, that is planning of the content of the utterance,

    b) Formulation, which includes grammatical, lexical and phonological encoding,

    c) Articulation, the phase that represents overt speech,

    d) self monitoring, includes the verification of the correctness or appropriateness of the produced utterances.[13]

4. Types of Speech Errors

Evidence to support these claims is provided by the fact that the units can be moved, added, or omitted during a speech error. For example, in the errors illustrated below, individual sounds are being manipulated in various ways. This is only possible if the speaker does indeed organize the speech wave in terms of these units.

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[13] Mirjana Kovac, *Speech Errors in English as Foreign Language* (FESB, University of Split 2011),.

1. Anticipations

This type of error involves the substitution or addition of one sound which comes later in an utterance for one which comes earlier:

Intended utterance	Actual utterance
Splicing from one tape	splacing from one tape

2. Preservations

These involves the substitution or addition of a sound which has occurred earlier in the phrase being uttered:

Intended utterance	Actual utterance
Pale sky	pale skay

3. Metathesis

Is the switching of two sounds, each taking the place of the other. When a metathesis involves the first sounds of two separate words, the errors is called a spoonerism, named after the Rever end Spooner, a renowned chronic sufferer of this type of slip of the tongue:

Intended utterance	Actual utterance
Dear old queen	queer old dean

4. Additions or Omissions

These error involves the addition of extra sounds (out of the blue, so to speak) and the omissions of sounds relatively:[14]

Intended utterance	Actual Utterance
Spic and span	spic and splan

Many errors in the production of speech involve the substitution of one word for another because of some semantic relationship between the words, students have to learn process language and produce language to support speech production.

Moreover, the study of speech errors gave rise to different terminologies and different ways of classifying speech errors. Here is a collection of the main types :[15]

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[14] Nick Cipollone, Language Files : *Material for an introduction to language & linguistics, Seventh Edition,*(Department of Linguistic, the Ohio State University 1998), p. 300

5. Blends are subcategory of lexical selection errors, more than one item is being considered during speech production. Consequently, the two intended items fuse togethers.

    Target : person/people   **Error** : perple

6. Exchange are double shift, two linguistics units change places.

    Target : getting your nose remodeled

    Error : getting your model renosed

7. Lexical selection error is the speaker has problem with selecting the correct word

    Target : tennis racquet   **Error** : tennis bat

8. Malapropism Classical are the speaker has the wrong beliefs about the meaning of a word. consequently, he produce the intended word which is semantically inadequate.

    Target : the flood damage was so bad they had to evacuate the city.

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[15] Carrol David (1986). Psychology of language,
https://en.wikipedia.org/wiki/Speech_error

Error : the flood damage was so bad they had to evaporate the city.

9. Morpheme exchange error is morpheme change place.

>   **Target** : He has already pack two trunks

>   **Error** :He has alreadytrunked two packs

10 Shiftis one speech segment disappears from its appropriate location and appears somewhere else.

>   **Target** : she decides to hit it   **Error** : she decide to hits

11. Sound exchange error are two sounds switch places.

>   **Target** : night life

>   **Error** : knife light

12. Spoonerism is a kinds of metathesis switching of initial sounds of two separate words.

>   **Target** : I saw you light a fire

>   **Error** : I saw you fight a liar

The types of speech error in speech production (slips of the tongue), these units can be of various sizes some surprisingly, even smaller than a single sound, evidence to support these claims is provided by the fact that the units can be moved, added or omitted during a speech error. For example, in the errors illustrated below, individuals sounds are being manipulated in various ways, this is only possible if the speaker does indeed organizes the speech wave in terms of these units.

According to Nick Cipollone the types of error have four types error includes anticipations, preservations, metathesis and addition or ommision. And Carrol David added the types of error such as blends, exchange, lexical selection error, malapropism classical, morpheme exchange error shift, sound exchange error and spoonerism.

5. Error Sources

There are three errors sources those are inter lingual transfer, intralingual transfer, and context of learning. Error caused by interlingual transfer occur because the system of mother tongue influence the second language learned. Example : "the book of John" it

can be expressed "John's book". Then intralingual transfer occurs because learners dot master second language learned. Example : "Does John can sing", "I don't know what time is it". These example should be "can John sing?", I don't know what time is it".

As we have already seen, interlingual transfer is a significant source of error for ll learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language,or interference.

And the analysis of intralingual transfer errors in a corpus of production:

1. Past tense form of verb following a modal

2. Present tense –s on a verb following a modal

3. –ing on a verb following a modal.[16]

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[16] H. Douglas Brown, *Principles of Language Learning and Teaching, Fifth Edition,* (San Francisco State University,Adision Wasely Longman, 2007),p.263-264.

6. Speech Production Models

Kormos' bilingual speech production model (2006) is based in Levelt's models 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 indenpendently functioning processing components: the conceptualizer, the formulator, the articular and the accoustics phonetic processor, and finally, the speech comprehension system or parser.

In Kormos' models the processing components are specialist in certain functions that must be executed, which mean that they do not share processing functions. A component or module will start processing only if it receives a distinctive input. Kormos's assumed that processing is incremental, that is fragment of a module's characteristics input can triger encoding procedures in this module. Consequently the articulation of an utterance can start even before the speaker has finished planning the entire message.

The second theory explaining speech production is Dell's (1986) spreading activation theory. According to this theory, the lexicon, which contains non productive knowledge, is seen as a network of

interconnected units, the so called nodes, which represent linguistic units such as concepts, words, morphemes, phonemes, and so on. In the lexicon conceptual nodes are associated with nodes defining the words, which are in turn associated with morphemic nodes, which represent specific morphemes.

The model suggest the existence of inhibitory connections between nodes at the same level of processing and thus ensures the correct selection of nodes. Dells (1986) and his followers assumed that activation can spread in both directions. This means that a wrongly selected and actived node starts spreading activation in the opposite direction, that is bottom up in the case of wrongly chosen words, activations will spread from the level of nodes. It is assumed that this same feedback mechanism operates in the perception of speech and make the monitor an inherent property of the process of speech production.[17]

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[17] Mirjana Kovac, *Speech Errors in English as Foreign Language* (FESB, University of Split 2011),.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Method of Research

The method of this research is qualitative research. It is based on the research focus ; to analyze errors in speech production. Qualitative research is an approach to the study of social phenomena, it is various genres are naturalistic and interpretative and they draw on multiple methods of inquiry..

Qualitative method is a an approach which based on postpositivisme philosophy used to research situation object concerned with nature, (as a the opposite is a experiment) that the researcher as the key instrument a sample taken based on the data which to do purposive and snowball, the technique of data collection combination.[18]

Kind of this research is case study. Case study is the comprehensive explanations about some aspects of individual,

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[18] Sugiyono, *Metode Penelitian Pendidikan* (pendekatan kuantitatif,kualitataif dan R&D 2013).p.15

group, organization (community), program, or social situation.[19] Case study in this research is researcher wants to analyze directly errors in speech production.

B. Place and Time of Research

Place is the location of the research of Daar El-Qolam Islamic Boarding School Jl. Raya kp. Gintung, Desa Pasir Gintung, Kecamatan Jayanti, Kabupaten Tangerang. In there location the researcher knows the errors speech production and the location is near from researcher residence.

C. Unit of Analysis

The unit of analysis is the major entity that will analyzing in study.

a. Individuals are comparing the students in classrooms on achievement test score. This research is the Second Grade students of Daar El-Qolam Islamic Boarding School.

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[19] Deddy Mulyana, *Metodologi penelitian kualitatif*, (Bandung: PT. Remaja Rosdakarya,2008), p. 201.

D. Technique of Data Collection

a. Interview

Interview are simply questionaries in oral form.During the researcher do the interview to students, researcher give the instruments like several questionaries to students, afterwards the researcher ask a question about students identity and Daar El-Qolam Islamic Boarding School, such as : what is your name, hobby, dreams, the reason why students choose Darko school and many more. The researcher do the interview and analyze how speech production slips of the tongue from the students answered.

b. Documentation

During the researcher do the interview to students, the researcher do the documentation to take the data from the result of the interview, the researcher analyze where the students slips of the tongue with the listening the result of recorder when do the interview.

E. **Technique of Data Analysis**

Data analysis can be defined as the process of bringing the order, structure, and interpretation to the mass of collected data. In this research, researcher will use qualitative data analysis. Qualitative data are analysiswithout using number. We get the qualitative information from the data such as journal, interviews, classroom recording of interaction among ourselves or the students and observation notes.

There are three activities on data analysis; data reduction, data display, and conclusion.

a. Reduction of the Data

Reduction of data is the beginning step which has to do in analysis of the data. Reduction refers to resume the data, choosing main things, focusing on the important things, look for the theme. Therefore, data that was reduced will give clearer drawing and make the researcher easier to collect the next data.[20] Next steps from these activities are selecting, focusing and make simple the data , abstracting, and transforming raw data that were

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[20] Sugiyono,*memahami penelitian kualitatif, kuantitatif* (Bandumh alfabeta).p.92

written on the field note that together with the record, reduction steps in this research are :

1. Resume the result of documentation

2. Classify the result of documentation and interview the students about their error.

3. The result of interview and documentation changed to be good language, then it is transforming into the note.

b. Display the Data

After reduction the data, next step is display the data. Display the data is the collection of information which arranged and gives possibility to get the conclusion and the action. By displaying the data, the data will be organized, arranged. Therefore, it will made easier to be understood. On the qualitative research, displaying data can be done on the short description.[21]

Some activities of display the data on this research are :

1. Display the documentation and interview data that was done and has been arranged into written text.

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[21] Ibid., 95

2. Display the data from the observation about the error analysis student in speech production.

From display the data, researcher can get the conclusion in order to answer all about the research questions in this research.

c. Conclusion

The last step is conclusion/verification is refers to the process which are able to answer research questionsand research objective. Beginning conclusion is still temporary, and will be changed if there isn't strong proof that support on the next steps in collecting data. But, if the beginning conclusion is supported by valid proof and consistent, when the researcher back to the field, so the conclusion is credible.[22]

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[22] Ibid., 99

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In this chapter the writer tries to present the result of the analysis of students' error in speech production (Slips of the Tongue) of Daar El-Qolam Islamic Boarding School. The correspondents of the study taken were five students. They were taken randomly by shaking the attendant list. The writer shows and demonstrates the data of findings in the following sub-chapter and immediately discuss in each sub-chapter classified based on the research questions.

1. Finding Data

How is the students speech production in Second Grade of Daar El-Qolam Islamic Boarding School.

1. Mutia Qorimah

My name is Mutia Qorimah, I come from Tangerang , and I was born in Tangerang 2 June 2000, I have two brothers and no sister, so I am a beautiful one. My dream is I wanna be a psychologist, my hobbies are swimming, reading and listening to the music, I like swimming because maybe I like water. I never reading newspaper

because I am lazy person to reading newspaper, I usually read a novel or magazine. I got information from internet, handphone and from my friends. I choose this boarding school because near with my home. I like English lesson, because English is fun. I get my passion during learning here, I am active in the organization, such as social science and English club. I want go to university and help my father.

The result from the observation Mutia very interest to learn English language, speech production from mutia has good, produced language, vocal. Sounds, pronounciation, selecting word and semantically. But when she is speaking English foreign language the writer found errors in speech production. The result from observation by mutia, she is includes the types of speech error in speech production (slips of the tongue) preservations and lexical selection errors is the speaker has problem with selecting the correct word.

2. Ani Kurniati Halil

My full name is Ani Kurniati Halil, I was born at Tangerang 24 April 2000, my addres in Tangerang, my dream I want to be a doctor , I never read newspaper but I get information from my friends and my teacher. I don't know I think my parents believe me from this

boarding school. From the first time I entire here and I receipt here. I like acounting. So many I get passion from my parents. No I didn't active this organization because every afternoon I am studying. I always thinking about my parents and I think this is my choice.

The result from the interview by Ani, she has problem about speaking English language, she still used the mother tongue when she speak English foreign language. from the writer observation by interview sound, semantically, pronounciation and selecting word still confused and not clear when she communication with another person. But she is a dilligent students, and enjoyed the situation when she was studying English language.

3. Jessica Ifara Siregar

My name is Jessica Ifara Siregar and you can call me kika,I was born at Batam 1 July 2000. My dream is want to be Designer and Writer. I like reading. Because I wanna be a writer. But I don't like newspaper, because reading newspaper is borring. Because my parents choose this boarding school, and I know this is the best choice. Because the first time I register here I receipt this boarding school. I like english lesson. I get experience here. I will continue another school after passed here.

When the writer interview Jessica, she look as nervous. But when she answered the question, speech production or produce language by Jessica is good, although her selecting word and vocabulary have to study hard. Error in speech production are relatively rare occuring at a rate of about once in every 900 words in spontaneous speech, she slips of the tongue when she speech production spontaneous and it often happen to students if she is conversation. She includes error in speech production is categorized malapropism clasical is the speakerhas the wrong beliefs about the meaning of a word and selection word error.

4. Audy Ramadanthie

My name is Audy Ramadanthie I was born at Cilegon, 3 Desember. My addres at Cilegon city, my mother's job is housewife and my father's job is officer.my dream is a doctor. Because that can help another people when sick. My hobby is readingand listening music. I like reading because the reason anything I want to do. I never read newspaper. I get information besides newspaper from magazine maybe from my friends. Because my parents know maybe this boarding school is the best. Because from the first time I register I receipted here. I like english lesson and mutola'ah. I like english because I can enjoy

this lesson . not yet. I don't active in organization. I will go to another school.

The result from Audy Ramadhantie . how is the speech production when she is convrsation in the class, she is energic student and active, because when the writer to do interview, she more interested than another students, speech production and pronoun by Audy has good, vocabulary, produce language and sounds relatively same with another students, but she is look interested when she was studying English language. Audy includes types speech error is categorized sound exchange errors or two sounds switch place. Students usually error in speech production when they are conversation spontaneous. And the teacher give exercises more to improve students speaking ability.

5. Vinny

My name is Vinny. My hobby is reading. Because by the reading I can many knowledge. Never read newspaper. I get information from google, from my friends. Because my parents choose here for me and maybe this is the best for me. Because the first I register I receipt here. Mahtematics and science. Because I want to be a

doctor. I can be passion girl. I go to another knowledge to continue study.

The result from speech production by Vinny, she has problem about selecting word and addition of a sounds. Speech control and process produced language are relatively good, but when the writer analysis errors in speech production slips of the tongue vocal organs that generate speech sounds wave. Like all sounds production have to many practice conversation. She is still addition sound or omission sound when she is produce language.

6. Maria

My name I Maria I am six years old, my favorite song is Western song, all about western. Because I like singing the western song, I want my dream become a singer come true. Not just in becoming a singer, I also want to be enterpreneur in the future. I very like listening the western songs, it is my hobby, I hate reading, not hate from a deep heart but I dislike reading , all of reading I never read a newspaper, I often read it. Without newspaper I got an information from social media as now on. I choose Darko for my best choice. No pressure, no worrying, finally I received at third Darko the Boarding school. firstly, I like a friends in my dormitory, and next I try to

camouflage with the style of studying here, I try to like Arabic lesson, I get much vocabulary, and can translate an Arabic lesson soon, fast and that make me pleasure. And I enter in one of the best organization, El-Mumtaz, Galaxy, scouting, all I try to follow it. When I pass from the school, I will miss my almamater, I will thanks to all asatidz was made me be a great student and enter to te choise University.

7. Rani

My name is Rani Anggraeni. My friends always called me Rani. I come from Tangerang. I like song, but I like Indonesia song, because I'm origin Indonesia. I like listening to the music it's my hobby. One of my hobby except listening the music, I also very like singing, exercising the vocal is one of my reason to increase my vocalizing. Technique miking, and pitch control of vocal.

Singing and listening the song is the best pleasure that I felt for now on, from listening and singing the Indonesian song, I can enrich my vocabulary.

I like reading, but I seldom reading magazine or novel,I only reading lesson book. I choose Darko because it is my the best choise, I received here, this boarding school my dream when I was child, I can explore my experience here. I am happy when I know received in this

boarding school. I unfollow organization like Scouting, Galaxy or etc, I only focussed on my study here. When I passed from this school, I want to be a success person and continue to study at University in Indonesia.

8. Nindi

Hello my name is Nindi Diyana and you can call me Nindi, my hobby is Dancing, I very like dancing, all about dancing, I want my dream become a dancer cometrue. My favorite singer and dancer is Agnes Monica, I like his performance, Agnes Monica is the best singer in Indonesia and be the international artist. I like reading but I dislike science reading, but I like read a novel about history, love and phenomenal person. I never read a newspaper but I get information from my parents and my sister when they were come here to visited me in my boarding school. I choose Darko maybe this is the best choise for me to future later. And finally received in this boarding school. I like biology, I don't know why I like biology lesson, every the teacher explains to students, I very interested and enjoyed how the process of humans, animals and etc I like it. I get many information and experience during I learn here. The best experience is I can do conversation by three language such as English, Arabic and Sundaness

sometime. I enter one of the best organization Scouting, when I passed from this school I will miss them, especially for my friends and I will to continue to study.

8. Yanti Ningrum

My name is Yanti Ningrum, I am 16 years old and I am from class 2 social B, I was born in Serang 10 July 2000, I have a dream there are I want go to Mekkah and Korean with my parents. My hobbies are listen to music. Yes I often read a newspaper when holiday at my house. I know Darko because my brother, I choose darko because here just want accepted students who wants continued to Senior High School. I like Economy, History lesson because all of them make me fun to study, during learning I got many experience and also I got many knowledge. Yes I active in JMQ (Jamiyatul Murrotal Quran) and I if have passed from this school I want to continued my study in STAN (Sekolah Tinggi Akuntansi Negara).

9. Nadia Atikah

My name is Nadia Atikah, I born at Jakarta I have one brother his name is Ahmad Fauzi Adtya. My dream it's so many and the really my dream is make my parents proud of me. My hobby is swimming and listening music, because swimming can make me relax

and enjoy if after I doung my daily activity. Yes I read newspaper when my father read the newspaper and usually I look from the beside and I if there is some news what I like I can read newspaper until finish. I always get some information after read a newspaper. Firstly because my parents ask to me about enter college and I just say yes and yes, and when I have look to daar el qolam boarding school I think darko has good from the other and more the best because I want study about Islam more than before. I like history lesson, because I always need to know about history in this country, I have get many experience when I learning in this place. I active in Scouting and Socius (IPS) and I want to enter IPB University.

10. Thiravi Diva Zhavira

My name is Thiravi Diva Zhavira I born at Jakarta 14 July 2000. I have one little brother his name is Arbain Qurrotayani. My dream is make ptoud my parent and around the world. My hobby is listening to music and browsing, I like many type of music like pop, jazz and other but I very like korean and western songs, so I like browsing too from my PC for looking info about k-pop news. I like music because music can make me relax from my agenda everyday and I like browsing because I want being update people. Yes, when my

father read it I ever read from behind him or when I look at that newspaper there is artist who I like yes I get it. I choose this school because I want to study about Islam, and study about language. my reason enter to this college because my parents ask me to enter to this college. I like fiqh lesson, because the teacher so funny and the lesson to not very difficult for me. I active in organization when I pass this school I want to enter UGM and take HI batch or I want get a scholarship at Khunghee University at Sout Korea.

11. Ananda Permata Beauty

My name is Ananda Permata Beauty, I was born in Bandarlampung I have a dream there are I want to make my parents proud of me, and I want to be a smart people and be a success people. My hobbies are swimming, reading a book and also listen to the music I like my hobbies because all of them are make me fun and will not made my life to be gloomy. Yes of course many information I hot from newspaper, firstly I choose this boarding school because my sister was here, and also I think this boarding school has a good program and has a good discilpint, I choose third darko because here just want to accepted students who wants continued to senior high school. I like chemistry lesson, English lesson, Indonesia and Biology lesson.

Because all of them make me fun to study, during learning I got many experience and also I got so many knowledge from here. I active in Marching Band and I follow English Club and if I hav passed from this school I want t continued my study in a good University (if I can) and I must study be hard from now to gotten a good education.

The findings of research types of error in speech production (slips of the tongue) ? is presented in the following data.

As we know in chapter II that there are the types of speech errors; those are Anticipations, preservations, metathesis, additions or omissions, Blends, Exchange, lexical selection error, malapropism classical, morpheme exchange error, shift, sound exchange error and spoonerism. From the category types of error the researcher classifies the speaker's errors as follow :

1. Mutia Qorimah

"My <u>name</u> is Mutia Qorimah"

The sentence above includes type error addition of a sound in the word /Neᴵm/. The word "/Nem/" is categorized in types of error Preservations because of the influence addition of a sound.

" I'm active in <u>organization</u>"

The sentence above includes problem with selecting the correct word. By word "/ɔrganization/" is categorized in types of errors Lexical selection error because of the influence of mother tongue.

2. Ani Kurniati Halil

"My addres in Tangerang"

The sentence above includes problem with selecting the correct word. By word "/Adrest/" is categorized in type of speech error shift, because of the influence of mother tongue and problem of selecting sounds.

" I entire here and I receipt here"

The sentence above, the word entire includes addition of one sound with come later. "/ɛn̩tajar/" is categorized Anticipations, because of the influence one sound come later.

And from the word receipt includes the speaker has problem with selecting the word. "/rasit/" is categorized type of speech error in Lexical selection error, because of the influence problem selection word.

3. Jessica Ifara Siregar

"I register here and I receipt in this boarding school"

Errors made by Jessica are categorized as a Malapropism Clasical.

There are the speaker have the wrong beliefs about the meaning of a word. Jessica said " I register here and I except in this boarding school" is categorized influence the produce language which is semantically inadequate.

4. Audy Ramadanthie

" my mother job's is <u>housewife</u>"

Errors made by Audy Ramadanthie is categorized as Sound Exchange error.

"/hawswajf/" are two sounds switch places. Audy have to said"/hawswajf/" but Audy said horswap. This is includes the type of speech error in sound exchange error.

5. Vinny

"I go to another <u>knowledge</u> and to continue study"

The sentence above includes type of speech error preservations, because the substitution or addition of a sound which has occurred earlier in the phrase being uttered. Error made by Vinny said "/naladʒ/" is categorized preservation which addition of a sound.

6. Maria

"I very like <u>listening</u> the Western song"

The sentence above includes type of speech error preservations. Because the subtitution sound which has occurred earlier in the phrase being uttered.

"And next I try to <u>camouflage</u> with the style of studying here"

The word of "/kæmaflaʒ/ includestypes speech of error shift, Because, one speech segment disappears from its appropriate location and appears somewhere else.

7. Rani

"<u>exercising</u> the vocal is one of my reason to increase my <u>vocalizing</u>"

The sentence above includes types of speech error Lexical selection error. The word *"/εksarsajziⁿ/"* when the interview Rani said "/εkercising/" and *"/vocalizing/"*includes Lexical selection error, Because she has problem with selecting the correct word.

8. Nindi

"<u>Experience</u> during I learn here"

Error made by Nindi includes the type error Preservations, Because addition of a sound when she said "/ikspirians/".

9. Yanti Ningrum

"who wants to <u>continued</u>"

The word /kantinjud/ includes type error Preservations, Because addition of sound when she said "/kantinud/".

"I like Economy and History lesson"

The word of "/lɜsan/" includes the type error Lexical selection error. Because she has problem with selecting word.

10. Nadia Atikah

"Swimming can make me relax"

The sentence above includes the type error Shift. Because the speaker one speech segment dissappear from its appropriate location.

11. Thiravi

"My reason enter to this school"

The sentence above includes the type of speech error blend are subcategory of lexical selection error.

"many experience and knowledge"

The word of "/kɜnowledje/" includes the type of speech error Preservations.

12. Ananda

"When holiday at my house"

The word "/holidɛy/"includes the type speech error Preservations. Because these involves the subtitution or addition of a sound which has occurred earlier.

From the finding data above can be explains the following table of students error types.

Name	Students speech	Types of error	Correction
Mutia	Neim /Nɛim/	preservations	/Nɛm/
	Organijasion /organijasion/	Lexical selection error	/ɔrganization/
Ani	Adres /adrest/	Shift	/Adres/
	entar /entar/	Anticipations	/ɛɲtajar/
	recep /recept/	Lexical selection error	/rasit/
Jessica	I register here and I except	Malapropism Clasical	/rɛdʒastar/
	I receipt in this school (true)		
Audy	Housewife → horse wipe	Sound exchange error	/hawswajf/
Vinny	Knowledge →	Preservations	/naladʒ/

	kenowledge		
Maria	Listening /lisening/	Preservations	/lisanᵗⁿ/
	camouflage	Shift	/kæmaflaẟ/
Rani	Exercising ekercising	Lexical selection error	/ɛ̣ksarsajziⁿ/
	Vocalizing pokalising	Lexical selection error	/vocalizing/
Nindi	Experience	Preservations	/ikspirians/
Yanti	Continued	Preservations	/kantinud/
	Lesson	Lexical selection error	/lɜsan/
Nadia	relax	Shift	/rɛḷaks/
Thiravi	Reason	Lexical selection error	/rˡsen/
	knowledge	Preservations	/naladẟ/
Ananda	holiday	Preservations	/holidɛy/
Total		**19 errors**	

The conclusion when the writer observation or direct interview to all of students about how speech production at Daar El-Qolam Islamic Boarding School, they are have error in speech production (slips of the tongue) from the twelve students which an interview, types of speech error preservation, shift, Lexical selection error, sound exchange error and anticipations, the students still make a mistakes of types error. The teacher have to give the direct speech in daily conversation to practice the students to anticipation mistake when speech production in produce language.

2.) The finding of research question what are factors influencing theirs speech production error (slips of the tongue)? Is presented the following data.

As we know in chapter II that there are three sources of error; these are interlingual transfer, intralingua transfer and context of learning. From the category of error sources the researcher classifies the speaker's errors as follow :

1. Mutia Qorimah

   Errors made by Mutia Qorimah are categorized as intralingual transfer.

"I'm lazy person to reading newspaper"

The sentence above must be adding article "a" before the word lazy because lazy person is a noun. Error made by Mutia includes intralingual because, the student has not known concept hypothesized or semantic error.

The correct sentence is " I'm a lazy person to reading newspaper"

2. Ani Kurniati Halil

" I always thinking about my parents and I think this is my choice"

The sentence above should be added by "was" and the word always isn't appropriate with the past context.

The sentence is categorized in interlingual transfer source because of the influence of mother tongue. In sentence there is no to be because Ani' mother tongue doesn't have any to be.

3. Jessica Ifara Siregar

"My dream is want to be Designer"

The sentence above must be adding article "a" before the word Designer because designer is a noun.

"I register here and I receipt this boarding school"

The word "receipt" above should be "receipted" because the sentence is in past form.

The sentences are the samples of speaker's errors that are caused by intralingual transfer sources. The speaker actually has known the grammatical rules but she generalizes the sentence.

4. Audy Ramadhantie

"because my parents know maybe this boarding school is the best"

The sentence above should be added "was" after the word parents, and should be added-ing on the word know because the sentence is past form.

The sentence categorized by intralingual transfer source.

5. Vinny

" I go to another knowledge to continue study"

Error made by Vinny is categorized interlingual transfer source should be added "will before the word go. Because the sentence is future form.

6. Maria

"I also want to be enterpreneur in the future"

Error made by Maria is categorized intralingual transfer, because should be added "an" before the word enterpreneur is noun.

"It is my hobby"

The sentence above should be used "was" after the word "it", because it is past form.

"when I pass from the school"

The word "pass" should be added –ed because it is past form.

7. Rani Anggraeni

"I like indonesia song"

The sentence should be added "n" the word Indonesia, because Rani is Indonesian person, so the word Indonesia should be Indonesian.

Error made by Rani include intralingual tansfers.

8. Nindi

"But I get information from my parents"

The sentence above should be added "an" after the word get, should be added "an" because information is noun.

Itis includes intralingual transfer source, because the speaker's has known the grammatical rules but she generalizes the sentence.

9. Yanti

"My hobbies are listen to music"

The sentence above should used is because it is singular, the correct sentence "my hobby is listening to music". The sentence

includesintralingual transfer sources because of the grammatical rules but she generalized.

10. Nadia

"I born at Jakarta"

The sentence above should be added "was" after subject I,

"I have one brother his name Ahmad"

The sentence should added "is" after the word name.

Error by Nadia includes intralingual transfer sources. Because the speaker has not known the grammatical rules.

11. Thiravi

"I born at Jakarta"

The sentence above should be added "was" because it is past form. The correct word is " I was born at Jakarta". She made error influence of the grammar and low knowledge about grammatical rules.

"My hobby is listening to the music and browsing"

The sentence above should used "are" because her hobby more than one includes plural.

Error made by Thiravi includes intralingual transfer source. Because a mistake happen in grammatical rules and influence of less enrichments in learning English grammar.

12. Ananda

"I want to be a smart people"

The sentence above have used the word "person", Because Ananda is singular although "people" are plural. Student has not known the grammatical rules in teaching English language.

"And I also listen to music"

The sentence above should be added "ing" from the word "listen" because it is past form. The correct sentences is " and I also listening to music"

Error made by Ananda includes intralingual transfer, because the speaker has not known the grammatical rules and the literature formula of grammar and morphology.

B. Discussion

After the writer has analyzed and found the finding of the research, hopefully the writer tries to give contribution of the research to the teaching learning English for better way. Learning speech production (slipsof the tongue) will make the students more understand in their speaking.

From the data analysis the students still difficult to spelling or selecting words when they are answer the question of interview, some students unknowing the types of speech error, they are used produced language of mother tongue without used grammatical words in English Language. the caused the students many make mistake in speech production error is they were not understand about produce language, phonetic, syllable and comprehend or sentence when they are conversation although the students only speak without used the grammatical words in their language.

Teaching speech production (slips of the tongue) seems to need serious effort. Studying speech errors means that students have to know types of speech errors and the students try to comprehend the message as good as possible in speaking considering rules of

language they use. A good speaking is difficult to be acquired. It is clear that from analysis, the writer found that getting a good understanding speaking as corrects possible. This gives signal to the reader what is important and what to come.

However it's teacher responsibility to provide good way to students. Teacher suppose to give a sufficient knowledge and example of errors in speech production (slips of the tongue) to train the students to comprehend speaking contact from. So, it is important to teach the students how to make a good understanding based on speaking situation. This helps the students understand how to get a good understanding in comprehending message and meaning based on speaking.

Suggestion for getting improvement in speaking is that to have rules for learning spoken English, students can do some activities such as; 1) learning English to speak it aloud, 2) learning English to speak it fluently. 3) learning English aloud, the more quickly students will learn to speak it fluently, 4) learning English with practicing spoken English.

And then suggestion for getting understandable is that after knowing the errors in speech production (slips of the tongue), there are three suggestions for teacher in getting the goals understandable of students; 1) motivating means that teacher needs to motivate his/her students. They have to bear in mind that errors in speech production (slips of the tongue) is something interesting to be better and able to improve theirability, 2) giving attention means that teacher has to care of his/her students improvement in speaking rules in language not only transfer of knowledge of the lesson and never thinking of his/her students improvement. 3) evaluating students work means that after giving materials teacher need to evaluate to teaching learning process taking into consideration that it can measure the whole teaching learning process whether affective or not.

The goal of error in speech production (slips of the tongue) is to enable students to carry out their communication purposes. This goal has three implications:

1.) Students need overt instruction that connect speech production points with larger communication contexts.

2.) Students do not need to master every aspect of each grammar point, only those that are relevant to the immediate communication tasks.

3.) Errors correction is not always the instructor's first responsibility.

CHAPTER V

CONLUSION AND SUGGESTION

This last chapter presents the important points from the whole discussion in the study, Besides, it also suggests some recommendations for the reader and for academic teaching as well as for further research.

A. Conclusion

The discussions from the previous chapter are summarized to accomplish the objective of the study. the summary may be concluded as follow:

1. Based on the finding of the analysis, it shows thatthe students have a mistake about selecting of words, when the students answered the interview the types of error which turn up are preservations, lexical selection error, shift, anticipations, malapropism classical and sound exchange error.

2. The cause of students made a mistake in speech production, because the students only conversation without used grammar

and usually that is influence of domain situation or mother tongue.

From the explanations above, the writer can conclude that the students still make mistakes in speech production errors (slips of the tongue), because the students only conversation without knowing the types of speech errors and error of source in English language produce.

B. SUGGESSTIONS

Based on the findings, the writer would like to offer some pedagogical implications to be considered in teaching to improve the students speech production speaking ability.

A. For further researchers

This research in mean to give application to the next researchers that speech production (slips of the tongue), the researcher give the impression to apply to the next researchers and another students to knowing the types of error in speech production more detailed again.

The researcher suggests the next researcher to develop this research with different data source and better technique.

B.   For the teachers

In teaching English related to its speaking, the teacher should give more easily understood explanation in order to make students more interested in learning English, especially the speaking of speech production (slips of the tongue).

The teacher should give more exercises in applying speaking not only by giving the theory of speaking. Because, based on the results the students seem not quite understand how the types of speech production errors.

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