

STUDENTS' ERROR IN DESCRIBING PICTURE ORALLY

A RESEARCH PAPER

**Submitted to English Education Study Program Language and Arts
Department of STKIP Siliwangi Bandung in Partial Fulfillment the
Requirements for the *Sarjana Pendidikan* Degree**



By :

Siti Nurhasanah

Reg.No : 13220089

**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
(STKIP) SILIWANGI BANDUNG
2017**

STATEMENT

I hereby certify that this research paper entitled "Students' Error in Describing Pictures Orally" at MA YUPPI Soreang is completely my own work, except where due references are made in the text and contains no material which has been submitted for the awards of any other Degree or Diploma in any University or institution. I am fully aware that I have cited some statements and ideas from many sources, and all of the citations are properly acknowledged. If any claims related to this paper persist in the future, I will be fully responsible for clarification.

Bandung, May 2017

Siti Nurhasanah

ABSTRACT

Speaking is a difficult activity for most people, especially when we speak in foreign language, in Indonesia many students find difficulties in speaking English. So, the objectives of this research entitled "Students' Error in describing picture orally" were to find out how many errors made by the students in speaking describing picture and what kinds of most frequent error students made in describing picture. The subject of the research were 15 student. The descriptive qualitative method was used in this research. The instrument of the research was a speaking test. The data of research were collected, identified, classified, and analyzed based on Dulay's theory (1982). The result of the research showed that there were number of errors made by the students (37 errors). it is divided into four types: misinformation errors (59,4%), omission errors (10,8%), addition errors (18,9%), misordering errors (10,8%). based on the data, the most frequent error made by students are misinformation (59,4%), and the least frequent error made by students are addition (18,9%).

Keywords: *Describing Picture, Error, Speaking*

PREFACE

Alhamdulillahhirabbil "alamin, thanks to Allah SWT, the Beneficient and the Merciful, who has eanble the writer to finnish this research paper entitled " Students' Error in Describing Picture Orally" in MA YUPPI Soreang . It is submitted to the English Education Study Program Language and Arts Department of STKIP Siliwangi Bandung in Partial Fulfillment of the *Sarjana Pendidikan* Degree.

Many warm thanks are extended to the people who have supported the writer to accomplish this paper. The writer hopes this paper can provide with some essential information and insight on error analysis in speaking describing picture. Realizing that this paper is still far from being perfect, the writer appreciate every effort from those who like to share their opinions, ideas, and comment.

Cimahi, May 2017

The writer

ACKNOWLEDGEMENTS

Alhamdulillahirabbil “alamin, praise to Allah SWT who has enable the writer to finish this research paper. Peace and salutations are always for Rasullulah SWA. During completing the paper the writer obtained many help, suggestions, and motivation from many people. For that reason, the writer would like to express her gratitude to:

1. Dr. H. Heris Herdiana, M.Pd., the Head of STKIP Siliwangi;
2. Dasep Suprijadi, S.Pd., the Head of English Education Study Program;
3. Sri Supiah Cahyati, S.H., M.Pd., the secretary of English Education Study Program;
4. Drs. Evie Kareviati, M.Pd., the first supervisor;
5. Ningtya Orilina a, S.Pd., M.Pd., the second supervisor;
6. All lecturers of English Education study program of STKIP Siliwangi Bandung;
7. Irjang Sutrisno and Mintarsih, her beloved parents.
8. Hari Krisniawan and Muhamad Yusran, her beloved brother.
9. Muhammad Bilal Adzani and Anggita Kurniati, her special person, partner and best friend.
10. Headmaster all teachers of MA YUPPI Soreang
11. All her friends and best friends in class A12013.

Finally, thanks are due to all people who have prayed and supported the writer who cannot be mentioned one by one. May Allah blesses them all.

Cimahi, May 2017

The writer

TABLE OF CONTENT

Cover

Page

Statement	ii
Approval	iii
Abstract	iv
Preface	v
Acknowledgement	vi
Table of Content	viii
List of Table	x

CHAPTER I Introduction

A. Background of the research.....	1
B. Research question.....	2
C. Objectives of the research.....	3
D. Limitation of the problem.....	3
E. Benefits.....	3
F. Definition of key terms.....	4
G. Organization of the research paper.....	6

CHAPTER II Literature Review

A. Theoretical Framework.....	8
1. Speaking Ability.....	8
a. Definition of Speaking.....	8
b. Role of Speaking Skill.....	10
c. The Factors Influencing Ability.....	12
d. Elements of Speaking.....	13
e. The Types of Speaking Activities.....	15
2. Pictures.....	21
a. Definition of Pictures.....	21
b. Types of Picture.....	24
c. Function of Using Pictures in Language Learning.....	25
a) The use of picture in teaching speaking.....	25
b) The use of picture in teaching speaking.....	25
d. Describing Picture to Teach Speaking.....	26
a) The Benefits of using describing picture.....	26
b) The weakness of using described pictures.....	27
3. Error and mistakes.....	27
a. Error Analysis.....	29
b. Identifying Errors.....	29
c. Cause of error.....	31
d. The goals of errors.....	31

B. Previous studies.....	33
--------------------------	----

CHAPTER III Research Methodology

A. Research method.....	37
B. Subject of the research.....	38
C. Instrument.....	39
D. Data collection technique and analysis.....	40

CHAPTER IV Result and Discussion

A. Result.....	44
B. Discussion.....	52

CHAPTER V Conclusion and Suggestion

A. Conclusions.....	62
B. Suggestions.....	63

REFERENCES.....	65
-----------------	----

APPENDICES.....	71
-----------------	----

AUTOBIOGRAPHY.....	76
--------------------	----

LIST OF TABLE

	Page
Table 4.1: Table of the frequency of students' errors.....	46
Table 4.2: Table percentages of each types of errors.....	48

MOTTOS

"There is ease after every hardship."

(QS. Al-Insyirah : 6)

"A person who never made a mistake never tried anything new."

(Albert Einstein)

"The only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle."

(Steve Jobs)

"Be brave, be confident, be positive."

(Writer)

CHAPTER I

INTRODUCTION

This chapter discusses background of the research, purpose of the research, research question, objective of the research, limitation of the problem., benefits, definition of key terms, and organization of the research paper.

A. Background of the research

One of the objectives of English teaching is to make the learners able to communicate in target language. The students are expected to be able to use target language is daily conversation as main goal of the English learning. There are four skills of language that must be taught namely listening, speaking, reading, and writing (*Depdiknas*, 2006:307). One of the skills that must be mastered by student is speaking because it has important role in communication. Byrne (1998:8) states that speaking is oral communication between listener and speaking that involves that productive skill and understanding. Brown (2001:250) according that speaking is an interactive process of constructing meaning that involves the producing and receiving and processing information. Lado (1977:240) argues the speaking is described as an ability to converse or to express a sequence of ideas fluently.

Based on language testing book, the criteria of evaluation of testing speaking have five criteria, including pronunciation, vocabulary, structure, comprehension, and fluency. As a student, it is important to make a good communication with the interlocutors. The good speaker should be able to deliver his/her purposes clearly. Furthermore, when we are talking about learning, learning is about making mistakes. No successful one in the world is successful without making mistake, learning is a process, and learning is to make people clever. Mistake is performance error. It means that when someone knowing the grammar, but failing to use it correctly. According to Corder (1967), error is referring to the competence of learner. Error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. Thereby, this paper will focus on error in speaking.

Error analysis is an activity to reveal errors found in writing and speaking. Richards et.al (1985:96) state that error analysis is the study of errors made by the second and foreign language learners. Based on to Brown (1980:166), he defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner. It seems this concept is the same as the one proposed by Crystal (1987:112) i.e. error analysis is a technique for identifying, classifying and systematically interpreting the

unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics. The three definitions above clarify that error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone is speaking or in writing English sentences. Error has two equivalent in English those are; error and mistake.

B. Research Question

- 1) What students' speaking in describing picture still do the error?

C. Objectives of the research

The objective of the research is to analyze students error in terms of speaking by a describing picture.

D. Limitation of the problem

Based on the identification of the problems above, there were many problems found during the practice of teaching and learning process. In this research study, the researcher employed the approach of Action Research. The researcher focused on how to improve the students' speaking skills in 10 grade students through pictures which was conducted in the field collaboratively. Pictures were expected to be able to overcome the problems and to help the students to improve their speaking skills.

They are valuable resources as they provide a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of tasks, and a focus of interest for students. The researcher also expected that the students would like speaking through pictures. Describing picture is one of methods, so the researcher wants using this method to improve students speaking skill in descriptive text. The researcher hopes this technique can help the students to gain self-confidence in speaking English especially to practice describing things in descriptive text.

E. Benefits

This research is expected to give some benefits

1. For Teacher

As an additional reference that may be useful for the teacher that good learning strategy and using of media can be interesting in teaching and learning process.

2. For Students

When students answer or try to explain, teacher can see the extent of their understanding. They can correct (or help the students correct) what the students haven't got right or don't see quite clearly.

F. Definition of Key Terms

To avoid misunderstanding and misinterpreting of some terms this research, this section is necessary to clarify some key terms below.

1. Teaching Speaking

Teaching (Brown, 2007:7) is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning. It means that teaching speaking is guiding and facilitating learners to speak, enabling learner to learn speaking, and setting the conditions for learning speaking. The success of productive-skill (writing and speaking skill) tasks relies on the way teachers organize the activities and how they respond to the students' works.

2. Describing Pictures

Describing picture is one of activity in learning speaking English. In this activity, students must describe pictures in front of class. Every student gets one picture and must describe it. The purposes of this activity are to train student's imagination and retell story in speaking English.

3. Pictures

According to Gerlach and Ely (1980), pictures are two dimension visual representation of people and place. Photograph prints are most common the example of picture.

Sugeng (2010:159-164) states that certain types of media are frequently used in schools. They are printed media, still media, audio media, visual media, audio-visual media, real object media, and simulated media. Similar to

Sugeng, Gerlach and Ely (1980:242) classify the media to teach into six general categories, such as still picture, audio recording, motion picture, TV, real things, simulation, and model.

7 general categories of media to teach:

- a. *Pictures* : A picture is an illustration of picture that can be used as a two dimensional visual representation of person, place or thing (Rivai and Sudjana; 12)
- b. *Audio recording* : A podcast is typically an audio file that one downloads and listen to. People generally produce podcasts to share ideas, presentations, or music.
- c. *Motion picture* : Motion picture its interest and helpfulness extend beyond the teaching field.
- d. *TV* : They will begin by making television posters, then they will do a split reading activity in pairs.
- e. *Real things* : This is the hypothesis we have built our product around, to get kids interested in stem you have to show them a thing in action.
- f. *Simulation* : Extension of the language teachers repertory are renewed attention.
- g. *Model* : The effectiveness of various program models for language minority students remains the subject of controversy.

4. Error

Error are mistakes which they cannot correct themselves – and which, therefore, need explanation (Harmer, 2007: 96)

5. Descriptive text

Description is a genre which has social function to describe a particular person, place or thing. Gerrot and Wignel, (Australia: Gred Stabler AEE, 1998), p. 208.

The example of descriptive text:

Beach Parangtritis is fairly well-known attractions in Yogyakarta in addition to other objects such as Samas beach, Baron, Kukup, Krakal and Glagah. Parangtritis has a uniqueness that is not found in the views of other attractions besides the big waves are also the existence of mountains of sand around the beach, which is usually called dunes. This attraction has been managed by the Bantul pretty well, ranging from lodging facilities and markets selling souvenirs Parangtritis. In Parangtritis There are also ATV, horse & carriage horses can be rented for up the coast from east to west. In addition Parangtritis also a place for air sports

G. Organization of the Research Paper

The writer divided this paper into five chapters, they were:

CHAPTER I Introduction. This chapter consist of background of the research, research question, objectives of the research, limitation of the problem, benefits, definition of key terms and organization of the research.

CHAPTER II Literature Review. This chapter discusses the definitions which function as literature review of this research for investigating the research question and previous study.

CHAPTER III Research Methodology. This chapter describes the methodology which apply in this research. It consist of research method, subject of the research, instrument, data collection techniques and analysis.

CHAPTER IV Result and Discussion. In this chapter, the writer reveals data which have been collected and the result of data analysis.

CHAPTER V Conclusions and Suggestion. In this last chapter, the writer draws the conclusion and suggestion as the result of the research

CHAPTER II

LITERATURE REVIEW

This chapter covers some theories as the basis of the discussion. It is aimed at gaining more understandings about the topic of the research study. The discussions in this chapter are some relevant theories of the study, conceptual framework focusing on the problems and solutions of improving students' speaking skills through pictures.

A. Theoretical Framework

1. Speaking Ability

a. Definition of Speaking Skill

There are some definitions and perspectives of speaking proposed by some experts. To start with, Cameron (2001:40) states that speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in foreign language in order to share understandings with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organise the discourse so that the listener will understand. Another expert, Thonburry (2005), considers speaking or oral communication as an activity which includes two or more

people in which hearers and speakers have to react to what they hear and make their contribution at speed of high level. Each participant has a purpose, or an intention that she/he wants to achieve in the interaction. While, Chaney (1998) in Kayi (2006) mention that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Speaking is a productive skill, like writing. It involves using speech to express meanings to other people (Spratt, et.al, 2005: 34). However, speaking is different from writing in some aspects. Brown (1994) in Weigle (2002) according a list of characteristics which differentiates written language from the spoken one. The characteristics are permanence, production time, distance, orthography, complexity, formality, and vocabulary.

Speaking is transitory and must be processed in real time, while written language is permanent and can be read and reread. Next, within a few moment speakers have to plan, formulate, and deliver their utterances, while writers spend more time to plan, review, and revise their words. To be able to communicate, both speakers and listeners need to be present during the activity. Unlike writing, speakers do not need to carry much information to enhance a message as they employ various devices such as stress, intonation,

pitch, volume, pausing, etc. From the complexity of clauses, speakers tend to have shorter clauses than the writers do.

With the same idea, Louma (2004:12) underlines that a major difference between speech and writing is that speakers do not usually speak in sentences. Rather, speech can be considered to consist of idea units, which are short phrases and clauses connected with *and*, *or*, *but* or *that*, or not joined by conjunctions at all but simply spoken next to each other, with possibly a short pause between them. The next characteristic is related to the use of formality. Because of the social and cultural uses to which writing is ordinarily put, writing tends to be more formal than speaking. While in speaking, the formality usually depends on the occasions and the audiences the speakers communicate with. The last is that vocabulary used in written texts tends to contain a wider variety of words than oral texts.

Furthermore, Brown (2000:270-271) asserts other characteristics of speaking which can make oral performance easy as well as difficult in some cases. They are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and interaction.

As the speakers encounter some difficulties during the performance, especially when the speakers do not know a word or are not able to memorize it, they can employ some strategies proposed by Harmer (2007:227). said the Chaney (1998: 13) “Speaking is the process of building and sharing through the use of verbal and non-verbal symbols, in a variety of contexts”.

Based on to McDonough and Shaw (2003: 133) “Speaking is not the oral production of written language, but includes learners in the mastery of a wide range sub skill which added together, then it supports speaking skill”. From the definition above speaking refers to express feeling, idea and telling something in order to communicate with others orally.

b. Role of Speaking Skill

Speaking skill play a vital role in communication process. It is the most important type from the types of Linguistics activities. Developing speaking skill helps in creating an effective connection among the individuals’ society. It is an active part in their daily life and a tool of learning, Dorgham (2001: 1) speaking is a complicated mental process and productive skill”. Also, Brown (2001:9) argues that speaking is not a single skill, rather speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. In addition, Harmer (2001: 15) points out

speaking include two categories accuracy and fluency. This means that developing speaking involves the correct use of vocabulary, grammar, pronunciation and having the ability to speak spontaneously.

Speaking is an interactive process of constructing meaning which is comprised of producing and receiving information (Brown, 1994: Burns & Joyce, 1997). Speaking is the core in language Egan (1999) said among the four language skills speaking is viewed to be at the heart of second language learning. As we know that speaking has important point in second language learning. As we know that speaking is productive skill in language, as Brown, Burns and Joyce believe that Speaking is an interactive process of constructing meaning which is comprised of producing and receiving information (Brown, 1994: Burns & Joyce, 1997). When student want to product something it means student should acquisition something. In the real context is if student want to have good speaking skill in English, the student must success in English language acquisition because student can't product speaking skill without they learn about English language as Brown (2000) argues successful oral communication in the target language with other speakers serves as a display of successful language acquisition. Speaking is most important skill for business, education, government and other field in society so as language learner we must mastered speaking skill.

Bailey, (2005) state that “speaking is a process of interaction where speakers intent jto build meaning through producing, receiving, and processing information”. The speaking skill is so central our thinking about language learning that when we refer to speaking a language we often mean knowing a language.

One of language performance which is well known as the important skill required by all people in the world speaking. Speaking is the ability which can from interaction among the people involved in certain situation. Nunan, (2003) according that “speaking ability is the ability of speaker to known the information, express ideas, thoughts, feeling and reaction in appropriate structure, speech sounds and sound patterns, Appropriate vocabulary according to situation and subject matter, and use the language quickly and confidently”.

Therefore, people consider speaking as the way of communicating particular issues to other people. It is understood that through speaking people are able to share their ideas, thoughts, and feeling in certain issues to other people around them.

Speaking is an oral communication that is used to express ideas, feelings, and thought among people. Byrne (1998: 8) mention that speaking is oral communication between listener and speaker that involves the productive skill and understanding. Brown (2001:250) said that speaking is an interactive

process of constructing meaning that involves producing and receiving and processing information. Lado (1977:240) based on that speaking is described as an ability to converse or to express a sequence of ideas fluently.

c. The Factors Influencing Students' Ability

Jack C. lan and Willy A. Reynanda (2002) argues that there are four factors influencing students' speaking ability they are:

1) Age of Maturational Constrains

Age is one of the most commonly cited determined factors of success or failure in foreign language learning.

2) Aural Medium

The central rule of listening comprehension in a foreign language acquisition process in how is largely accepted. It means that listening plays an extremely important role in the development of speaking abilities. Speaking feeds listening in which people precede it. So, speaking is closely related to or interwoven with listening which is the basic mechanism through which the rules of language are internalized.

3) Socio-Cultural Factors

Many cultural characteristic of a language also foreign language learning. From a pragmatic perspective, language is a form of social

action because linguistics communication in a context of structured interpersonal exchange is thus socially regulated. It is well known that each language has its own rules of usage as to when, how, and what degree a speaker may impose a given verbal behavior of their conversational partner.

4) Affecting Factors

The affecting side of the learner is probably one of the most important influences on language success or failure. The affective factors are related to foreign language learning emotion, self-esteem, empathy, anxiety, attitude and motivation. Speaking as foreign language in a public, especially in front of native speakers, is often anxiety provoking.

d. Elements of Speaking

Heaton (1990: 70) said that there are five components are generally recognized in analyzing the speech process.

1. *Pronunciation*; including the segmental features – vowels and consonants and the stress and intonation patterns. Pronunciation is a basic quality of language learning especially in speaking ability. It concerns the way we say, articulate, assimilate, intonate, and stress words. Having poor pronunciation skill can obscure communication and prevent us from

making meaningful utterances. Harmer (2007) states that pronunciation teaching is not only making the students are able to differentiate sounds and sound features, but also improving their speaking ability immeasurably such as to concentrate on sounds and be aware of using stress when producing sound.

2. *Grammar*; is the sound and the sounds patterns, the basic units of meanings, such of words, and the rules to combine them to form new sentences (Fromkin and Rodman, 1998: 14). Grammar is very important in speaking accuracy. According to Nunan (2003:154) grammar usually can be thought as a set of rules specifying the correct pattern of words at sentence level. If our conversation is full of grammatical mistakes, your ideas will not get across so easily. Studying grammar rules will certainly help students speak more accurately. Those three parts are very important elements to accomplish the accuracy in the effort of being able to speak well.
3. *Vocabulary*; is single words, set phrases, variable phrases, phrasal verbs, and idioms (Folse, 2004: 2). Vocabulary is a foundation of a language. To create meaningful utterance or sentences, it needs to use appropriate vocabulary to express something. In other words, the requirement for students who want to have a good speaking ability is mastering vocabulary. McCarty (1990) states that the biggest component of any language courses is vocabulary. In addition, Harmer (2007) says that if the students have

more vocabularies or at least 1000 words, they can communicate fluently. They do not take a long time in expressing what they are going to say because they know the words that describe their ideas.

4. *Fluency*; Is the ability to talk freely without too much stopping or hesitating”(Riddel, 2001: 118). Fluency according to Mary Spratt and friends (2005:34) is speaking at a normal speed without hesitation, repetition and with smooth use of connected speech. It deals with how comfortable students are when they speak, how easily the words come out and whether there are great pauses and gaps in the student’s speaking. It is a parameter of students’ speaking ability goal. It deals with the quality of the way they speak fluently.
5. *Comprehension*; is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

e. The Types of Speaking Activities

According to Brown, there are five types of speaking activities:“*Imitative, intensive, responsive, interactive, and extensive (monologue)*”. To make us clearer to understand each of type the writer will explain one by one:

a. *Imitative*

One of continuum of types of speaking performance is the ability to simply parrot back (*imitative*) a word or phrase or possibly a sentence. Drilling a legitimate part of the communicative language classroom offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty, either the phonological or grammatical. Drills are to language teaching what the pitching machine is to baseball.²⁷ They offer limited practice through repetition, they allow one to focus on one element of a language in a controlled activity.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language. Intensive speaking can be selfinitiated or it can even form part of some pair work activity, where learners are going over certain form of language. For example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion: limited picture-cued tasks including simple sequences, and translation up to simple sentence level.

c. Responsive

A good deal of student speech in the classroom is responsive; short replies to teacher or student's initiated questions or comments. These replies are

usually sufficient and do not extend into dialogues, such speech can be meaningful and authentic. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments, and the like.

d. *Interactive*

The difference between responsive and interactive speaking is in the length and complexity of the interaction. Interaction can take the two forms of *transactional language* or *interpersonal*. Transactional language has the purpose of exchanging specific information. Conversation for example may have more of a negotiate nature to them than does responsive speech. While interpersonal exchange have more for the purpose of maintaining social relationship than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of the following factors.

e. *extensive (monologue)*

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, short speeches, or perhaps story- telling, during which the opportunity for oral interaction from

listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formula extensive tasks, but cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

2. Pictures

a. Definition of Pictures

As explained in the previous discussion, picture is a part of media in the teaching and learning process. A picture itself has some definitions based on some experts. Sadiman (1990) in Wulandari (2012:29) states that picture is a general verbal communication that can be understood and available everywhere. Pictures give real description of an object which are portable and can be used anytime and help an understanding on objects which are difficult to be observed. According to Wright (1989:2) pictures are not just an aspect of method but through their representation of places, objects, and people they are an essential part of the overall experiences that the teacher must help the students to cope with. They can be in the forms of flashcards (small cards which we can hold up for students to see), large wall pictures (big enough for everyone to see detail), cue cards (small cards

which students use in pair or group work), photograph, or illustrations, typically in a textbook (Harmer, 2007:178).

According to Kemp and Snellie (1989) in Burden (1994:138) the uses of pictures as instructional media have several purposes. They are to motivate an interest or a degree of action, to present information, and to provide instruction. Wright (1989:193-203) lists a number of types and uses of pictures. The types can be used to reach different purposes and focuses of language teaching. A check chart for pictures is used to stimulate ideas for particular ways of using pictures we have found. Next, pictures of single objects have a role in the teaching of meaning and in creating contexts. They establish meaning, bring the outside world into the classroom, and contribute to the world of the classroom. Pictures of one person invite us to tell more about the person, while pictures of famous people ask us more to identify their fame, achievement, and experiences. In the contexts of conversations, pictures of several people are used to help the students to imagine what the people may say and think. The ideas about the experiences and activities done by the people were captured in pictures of people in action. Besides, the representations of places require the students to be able to describe particular places, such as a hole, landscape, townscapes, single building, and view.

Wright (1988) states that pictures are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc. it is enjoyable for the students because it encourages activity in guessing the messages from the picture based on their imagination. Students can understand the content of the whole describing picture because the pictures are related. Describing picture are arranged as media to help students express their ideas and feelings fluently.

Wright, (1990) says that “picture is not just an aspect of method but through is representation of place, object, and people, it is essential part of the overall experiences”. Pictures have been used for centuries to help students understand various aspects of foreign languages. The pictures have motivated the students made the subjects they are dealing with clearer, and illustrated the general idea and forms of an object or action which are particular to a culture.

The use media can boost the language teaching to be more creative. Hamer according (2007) that a range of objects, pictures and other thing can be used as instructional media to present and manipulated language and to involved students in the activities. Actually, there are a lot of media that can be used in teaching language, one of them can be from pictures.

Main function of visual material including pictures in the language lesson, is to help create situation which interest the students. Wright (1992: 16) states that “pictures make a particularly powerful contribution to both the contents and the process of language learning”. He also suggests that picture can often be used to promote productive skill like speaking and writing.

Wright (1992: 17) adds that “picture can be used to assist in stimulating the students’ inspiration”. The picture have to be interesting in order to hold the students attention and raise curiosity in their mind.

b. Types of Picture

According to Hammer (1991:1) pictures can be in form of flashcard, large wall pictures, cue cards, photographs or illustration, and project slide.

1) Flashcard

it is a small card which teacher can hold up for students to see.

Flashcard are particularly useful for drilling grammar items, for cueing different sentences, or practicing vocabulary.

2) Large wall picture

It is big enough for everyone to see detail. Sometime teachers use large wall pictures, when pointing to detail of a picture to elicit a response.

3) Cue Card

It is a small card which students use in pair or group work. Teachers put students in pair or groups and give them some cue cards so that when a student picks up the top cue in a pile he or she has to say a sentence that the card suggests.

4) Photograph or illustration

It is a photo or image that depicts situation or people in action. The teachers use it to make the situation or the action clear. Photograph can be found in the book, newspaper, magazine, etc.

5) Projected slide

In the multimedia class, the teacher also use in to teach. Sometimes the teachers use it to show the images in the big form.

c. Function of Using Pictures in Language Learning

There are some methods in teaching learning speaking. Picture is one the ways to explain a real situation. It is very simple visual aids that can be picked up from the newspaper, magazine, internet, book, etc.

1) The use of picture in teaching speaking

Picture is one of teaching media that can make the students enjoy he lesson. Ideally, each classroom should have a file of pictures which can be used not only to illustrate the aspects of socio-cultural topics, but

also gives interesting, meaningful, easy to prepare, and easy to organize.

2) The advantages of using pictures in teaching speaking

A picture is an excellent media in which this can be done pictures arouse play fullness to the students because are interesting. It also means that the use of picture may offer parallel opportunities both for teacher-students and students' interaction.

3) Describing Picture to Teach Speaking

The function of describing picture are to practice describing things and using preposition of position, to practice listening and speaking to direction, the train student imagination and retell story in speaking English.

(a) The benefits of using describing picture

The positive attitude of students toward what they are learning and the process itself can be enhanced. Pictures are helpful to support the teaching and learning process. There are several advantages of using pictures in teaching English. According to Harmer (2001:134) pictures really help to reduce preparation time. Sets of pictures can be re-used, especially it can be laminated, and can be used at any level in classes for kids, teenagers, exam classes and adults following general or business courses. When it comes to using picture stories in class, the key point is not to limit teacher

to typical class activities and speaking exercises. Students need as much spoken English practice as they can get. The benefits of pictures also revealed by Raimes (1983: 27-28) that a picture is a valuable resource as it provides a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of task, and a focus of interest for students.

Pictures are all right for beginner and for young learner. There are many benefits of describing pictures in a teaching process, they are:

- 1) Learning becomes more interactive
- 2) The length of time required can be reduced
- 3) The instruction be more interesting
- 4) The quality of learning can be improved
- 5) The positive attitude of students toward what they are learning and the process itself can be enhanced.

(b) The weakness of using described pictures

- 1) Teacher needs an extra time to prepare pictures
- 2) Teacher should give handout the photocopied pictures to the students.

3. Error and mistakes

Errors are mistake which they cannot correct themselves – and which, therefore, need explanation (Hamer, 2007: 96). Also an error is a fault which result from incomplete knowledge (Kaswan & Suprijadi, 2014:41). In addition, errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct (Ellis,2003). Furthermore, Corder in Dulay et al. (1982:139) says that error is reserved for the systematic deviation due to the learners'still developing knowledge of the second language rule system.

Mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she know (Ellis, 2003). In other hand Hammer (2007) states that:

“We can divide mistakes into three categories. Slips are mistake which students can correct themselves, once the mistakes has been pointed out to them. Errors are mistakes which they cannot correct themselves- and which, therefore, need explanation. Attempts are mistakes that student make when they try to say something but do not yet know how to say it”.

The explanation above shows that, an error is a fault which result from incomplete knowledge; they occur because the learner does not know what is correct, which they cannot correct themselves - and which, therefore, need explanation while mistake is the lapses in performance because the learners is unable to perform what they know.

To distinguish between errors and mistakes Ellis (2003) has state two ways:

“One way might be to check the consistency of learners’ performance. If they consistently substitute “contain” for “contained” this would indicate a lack of knowledge – an error. However, if they sometimes say “contain” and sometimes “contained”, this would suggest that they possess knowledge of the correct form and are just slipping up – a mistake. Another way might be to ask learners to try correct their own deviant utterances. Where they are unable to, the deviations are errors; where they are successful, they are mistakes. In short, that the difference between error and mistakes it might be check from the consistency of learners’ performance and their ability to correct their own deviant”.

a. Error Analysis

Error analysis is an essential source of information to teachers. It provides information on students’ error which in turn helps teachers to correct students’ error and also improves the effectiveness of their teaching (Hourani, 2008). In other hand, Ellis (2003: 19) argues that the purpose of the error analysis is to help learners an L2, there is a need to evaluate errors. In addition, Corder in Khansir (2013) state:

“The study of error is part of the investigation of the process of language learning. In this respect, it resembles methodologically the study of the acquisition of mother tongues. It provides us with a picture of linguistic development of a learner and may give us indications as to the learning process”.

b. Identifying Errors

To identify errors we have to compare the sentence learners produce with what seem to be the normal or “correct” sentences in the target language which correspond with them (Ellis, 2003).

Ellis (2003) states that another way might be to try to identify general ways in which the learners’ utterances differ from the reconstructed target-language utterance. Such ways include; omission, addition, misinformation, misordering.

a. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. Omission errors are found in greater abundance and across a greater variety of morphemes during the early stages of SLA.

b. Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance.

Addition errors usually occur in the later stages of SLA, when the learner has already acquired some target language rules.

c. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect.

d. Misordering

We talk about misordering when we come across an utterance where a morpheme or a group of them is incorrectly placed. As the label suggests, misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

c. Causes of Error

Error occurs for many reasons. One of the strategies to prevent students making the same error again and again is by looking at the error itself. In discussing error, Corder claims there are three major causes of error that arise in second language learning. These errors are *Transfer Errors*, *Analogical Errors*, *Teaching Induced Errors*. Learning mother tongue is different with learning a foreign language. The students foreign language make some errors

in learning foreign language. As signs of learning failure and, as such, not to be willingly tolerated. So, we must analyze what kinds of causes of errors that happen to students. In discussing causes of errors, it is said that there are two major causes of errors namely L1 Interference, and the second Developmental Errors.

d. The Goals of Errors

In error analysis, there are some benefits based on goals of it. Just like Sridhar's opinion that there are four goals of error analysis. For further explanation he said:

“It was believed that error analysis, by identifying the arises of difficulty for the learner, could help in (i) determining the sequence of presentation of target items in textbook and classroom, with the difficult items following the easier ones; (ii) deciding the relative degree of emphasis, explanation and practice required putting across various items in the target language; (iii) devising remedial lesson and exercise, and finally (iv) selecting items for testing the learner's proficiency”.

Speaking about the goal of error, Tarigan's opinion is a bit different from sridhar's :

“melalui kegiatan pengkajian kesalahan itu dapat diungkapkan

berbagai hal mengenai kesalahan berbahasa yang dibuat atau dilakukan oleh siswa, hal-hal yang dimaksud antara lain latar belakang, sebab musabab dan ragam kesalahan, pada gilirannya hal itu dapat diunakan sebagai umpan balik dalam penyempurnaan dan perbaikan dalam pengajaran bahasa, lebih-lebih dalam mempersiapkan pengajaran remedial.”

(In error analyze it can be traced background, cause and type of error. Finally it can be used as a feedback in perfecting and correcting a teaching, moreover in planning a certain teaching).

B. Previous Studies

1. ABDUL GOPUR (103014026982)) in thesis entitled: **“ERROR ANALYSIS ON STUDENTS’ SPEAKING PERFORMANCE”**.

These items are about pronunciations. In these items there are 56 errors made by 23 students or 92% students made error in pronunciation. According to the recording, student 1 made errors in middle vowels sound and final consonant, student 3 and 4 made errors in initial consonants and

middle vowel sound, student5 made errors in initial consonants, middle vowel sound and final consonant, student 6 made errors in middle consonant, student 7 made errors in final consonant and middle vowel sound, student 8 made errors in middle vowel sound and middle consonant, student 9 made errors in middle vowel sound, student 11 made errors in final consonant, and also student 12 made errors in final consonant, student 13 made errors in initial and final consonants, and also student 14 made errors in middle and final consonants. Student 15, errors in silent letter, middle vowel, middle consonant and final consonant. While student 16 errors in middle vowel sound and silent letter, student 17 made errors in final consonant, student 18 made errors in middle vowel sounds and initial consonant, student 19 made errors in middle vowel sounds and final consonant, student 20 made errors in final consonant, student 21 made errors in middle vowel sounds and initial consonant. While student 22 made errors in final consonant, middle vowel sounds and initial consonant. Student 23 made errors in final vowel sound. Student 24 made errors in initial and middle consonants and also in middle vowel sounds. While student 25 made errors in middle consonant and middle vowel sounds. In addition, there are 13 errors of pronunciation in the final consonant which made by 11 students or 44% students. As drawn in the table above, there are student 3, student 5, student 7, student 8, student 9, student 11, student

12, student 15, and student 16, student 17, and student 18 who made error in the final consonant.

These items are about structure. In these items there are 41 errors made by 18 students or 72% students made error in structure. Based recording Speaking, student 1 made errors in plural noun, word order and context, student 2 made errors in word order and the use of 'any', student 3 made error in tense, student 5 made error in preposition, student 6 made error in word order, student 7 made errors in preposition, tenses, and auxiliary. Student 8 made error in tense, student 9 made error in redundancy or possessive pronoun, student 13 made error in context, 14 made errors in context, plural noun and possessive adjective, student 15 made errors in preposition, auxiliaries and simple tense. Student 15 made error in tense. Also student 18 made errors in possessive adjective and context, beside student 19 made errors in context and word order, student 20 made error in plural noun, student 21 made errors in tense and context. Student 24 made errors in word order, to be, tense and context. Student 25 errors in plural noun, redundancy and tense.

Errors in vocabulary made by 6 students or 24% students made error in vocabulary. Student 9 was lack of vocabulary, Student 12 wanted to explain that her father's job, so he stopped speaking for a while, student 15 was error in vocabulary in use and lack of vocabulary, until he said 'apa sih

e.....' , and also student 20 was lack of vocabulary. Student 21 was miss vocabulary in use.. and the last is Student 25 miss-vocabulary in use and lack of vocabulary of SMPN 16 in English. And the last

There are 12 errors heard in recording students' speaking made by 8 students or 32% students, covering student 6, 9, 11, 14, 16, 18, 20, and 25. They stopped speaking for a while or stopped speaking at all. These indication shows that some of students have some errors in their fluency.

Based on the table, errors of pronunciation covering 14 errors in middle vowel sounds, 7 errors in initial consonants, 5 errors in middle consonants, 13 errors in final consonants and 2 errors in silent letter. Errors of structures covering 6 errors in plural nouns, 5 errors in context, 7 errors in tenses, 3 errors in preposition, 5 errors in word order, 2 errors in auxiliary, 2 errors in redundancy, 3 errors in possessive adjective, 2 errors in to be, 1 error in the use of any. In vocabulary aspect, there are 8 errors. In fluency aspect, there are 12 errors. And in comprehension aspect there are 6 errors.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the method of the study. It consists of research method, population and sample, instruments, and data collection technique and analysis.

A. Research Method

Singh in Kaswan, *et al.* (2014:14) argues that method is a style of conducting a research work which is determined by the nature of the problem. According to Tavakoli (2012:503):

A qualitative research is a research methodology that places primary importance on studying small samples of purposely chosen individuals; not attempting to control contextual factors, but rather seeking, through a variety of methods, to understand things from the informants' points of view; and creating a rich in depth picture of the phenomena under investigation. By definition, qualitative research is synthetic or holistic (i.e., view the separate parts as a coherent whole), heuristic (i.e., discovers or describes the patterns or relationships), with little control and manipulation of the research context, and uses data collection procedures with low explicitness.

This research was designed to describe errors made by the students when they speak descriptive text. The speaking used the descriptive qualitative method according to Creswell (2002) that in qualitative research, we often needed to seek and obtain permission from individuals and sites at many level, because of in-depth natural of extensive and multiple interviews with participants.

Moreover, according to Maxwell in Alwasilah (2002:107-109), he states that there are five characteristics of qualitative research:

1. Understanding the meaning of the participants of the study, the events, the situation, and action involved with and the accounts of their life and experience.
2. Understanding the particular context within which the participants act and the influence that this context has on their actions.
3. Identifying unanticipated phenomena and influences, and generating new grounded theories.
4. Understanding the process by which events and action take place.
5. Developing casual explanations.

B. Subject of the Research

Subject variable is a term which is sometimes used to describe the characteristics of subject or participants which are not manipulated such as their gender, age, socio-economy status, abilities, and personality characteristics (Tavakoli, 2012:641). So, the research was conducted in MA YUPPI SOREANG.

C. Instrument

The instrument of this study is documentation talk test. In addition, data collection

Method is a method of documentation. There are procedures to collect up interpret data in this study.

- First, researcher asked permission from the English teacher to go to class determined.
- Second, researcher recorded the students spoke on the test. Note researcher student speaking test from start to finish.
- Third, researcher student transcripts speaking test of picture that I gave the students tell picture according to what is in the picture tells the students to use speaking skills.

In collecting the data, the researcher used the achievement test as document analysis. According to Richard (1985:2), “achievement test is a test which measure how much of a language someone has learn with reference to a particular course of study or programmed in instruction”.

“The purpose of achievement test is establish jhow successful individual students, group of students, or the course themselves have been in achieving objectives”,(Hughes in Iqbal, 2010:27).

D. Data Collection Technique and Analysis

To answer the research questions this study employed procedure of data collection. The following were steps of data collection in this research:

1. The writer proposed some letter of permission to the head of STKIP to
2. The writer came to the class which had been chosen as the subject.
3. The writer gave a speaking test to the students, they had to speak a describe picture.
4. The students describe about picture using speaking.
5. The writer analyzed the students speaking to determine the error.
6. The writer classified the errors into Omission (OM), Addition (AD), Misformation (MF), Misordering (MO).
7. To find out percentage categories of students' error in speaking using describe picture, the writer used following the formula (Sudjana, 1986:114)

$$P = \frac{F}{N} \times 100\%$$

Notes:

P= the percentage of students' error.

F= frequency of error (omission, addition, misinformation, misordering)

N= total words of students' speaking.

The result showed in the table of the frequently and percentage of students'

No	Name	Types of Error				Total Error	Total of word	Percentages
		OM	AD	MF	MO			
1								
2								
3								
4								
5								
6								
Total								

error in speaking using describe picture:

Notes:

OM = Omission.

AD = Addition.

MF = Misformation.

MO = Misordering.

8. The writer calculated the percentages of students' errors in every types of error. The formula used are:

$$POM = \frac{\textit{Total Omission}}{\textit{Total Error}} \times 100\% = \dots\%$$

$$PAD = \frac{\textit{Total Addition}}{\textit{Total Error}} \times 100\% = \dots\%$$

$$PMF = \frac{\textit{Total Misformation}}{\textit{Total Error}} \times 100\% = \dots\%$$

$$PMO = \frac{\textit{Total Misodering}}{\textit{Total Error}} \times 100\% = \dots\%$$

Notes:

POM = Percentages of omission error.

PAD = Percentages of addition error.

PMF = Percentages of misinformation error.

PMO = Percentages of misordering error.

9. The writer inferred which types of error are the most and the least made by the 10 grade students in speaking describe picture.

CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the writer discussed the result and discussion of the research based on the data.

A. Result

As explained in chapter III, the writer classified the errors based on Ellis (2003) states that another way might be to try to identify general ways in which the learners' utterances differ from the reconstructed target-language utterance. Such ways include; omission, addition, misformation, misordering.

a. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme of word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. Omission errors are found in greater abundance and across a greater variety of morphemes during the early stages of SLA.

b. Addition

Addition errors are the opposite of omission. They are characterized by the presence of an items which must not appear in a well-formed utterance.

Addition errors usually occur in the later stages of SLA, when the learner has already acquired some target language rules.

c. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect.

d. Misordering

We talk about misordering when we come across an utterance where a morpheme or a group of them is incorrectly placed. As the label suggests, misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

The data collected with the speaking test was identified, classified, and analyzed based on the type of errors using Dulay's Theory (1982) and using percentages by Sudjana (1986). Here is the result of students' speaking test.

Table 4.1

Table of the frequency and percentage of students' errors in speaking
describe picture.

No	Name	Types of Error				Total Error	Total of word	Percentages
		OM	AD	MF	MO			
1	Participant 1	0	0	0	0	0	41	0%
2	Participant 2	0	2	4	0	6	35	17,1%
3	Participant 3	0	0	4	0	4	55	7,27%
4	Participant 4	4	0	1	3	8	37	21,6%
5	Participant 5	0	0	0	0	0	39	0%
6	Participant 6	0	0	1	1	2	43	2,35%
7	Participant 7	0	0	2	0	2	53	2,56%
8	Participant 8	0	1	1	0	2	55	2,98%
9	Participant 9	0	0	2	0	2	57	1,75%

10	Participant 10	0	0	1	0	1	52	1,92%
11	Participant 11	0	0	0	0	0	45	0%
12	Participant 12	0	1	0	0	1	60	0.59%
13	Participant 13	0	1	1	0	2	59	1,48%
14	Participant 14	0	0	3	0	3	49	6,12%
15	Participant 15	0	2	2	0	4	47	4,9%
Total		4	7	22	4	37	727	

Notes:

OM = Omission.

AD = Addition.

MF = Misformation.

MO = Misordering.

From the test of 15 subjects, the writer found 37 errors that occur in speaking describe picture made by students at the first grade in MA YUPPI

Soreang. They were 4 errors of Omission, 7 errors of Addition, 22 errors of Misformation, 4 errors of Misodering.

Table 4.2

Table Percentages of each types of errors

No	Type of errors	Total errors	Percentage
1	Omission	4	10,8%
2	Addition	7	18,9%
3	Misformation	22	59,4%
4	Misodering	4	10,8%

The table above shows that Misformation errors have highest percentages (59,4%), then it is followed by Addition errors (18,9%), Omission errors (10,8%), Misodering errors (10,8%).

The formula used are:

1. The percentage of Omission

$$POM = \frac{Total\ Omission}{Total\ Error} \times 100\% =\%$$

$$= \frac{4}{37} \times 100\% = 10,8\%$$

2. The percentage of Addition

$$\text{PAD} = \frac{\text{Total Addition}}{\text{Total Error}} \times 100\% = \dots\%$$

$$= \frac{7}{37} \times 100\% = 18,9\%$$

3. The percentage of Misformation

$$\text{PMF} = \frac{\text{Total Misformation}}{\text{Total Error}} \times 100\% = \dots\%$$

$$= \frac{22}{37} \times 100\% = 59,4\%$$

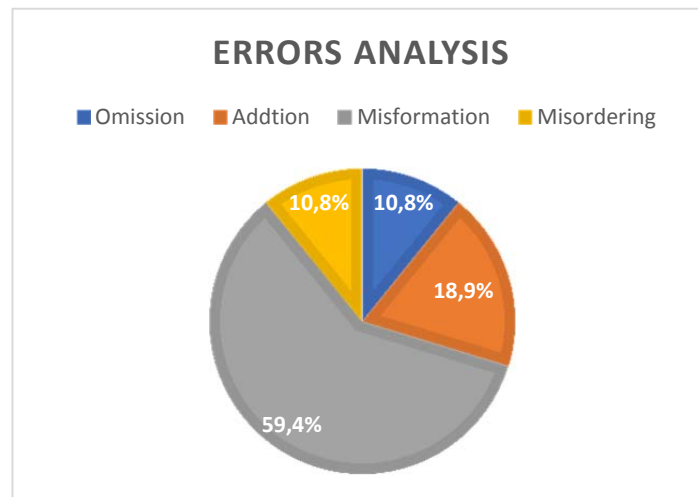
4. The percentage of Misordering

$$\text{PMO} = \frac{\text{Total Misordering}}{\text{Total Error}} \times 100\% = \dots\%$$

$$= \frac{4}{37} \times 100\% = 10,8\%$$

Diagram 4.3

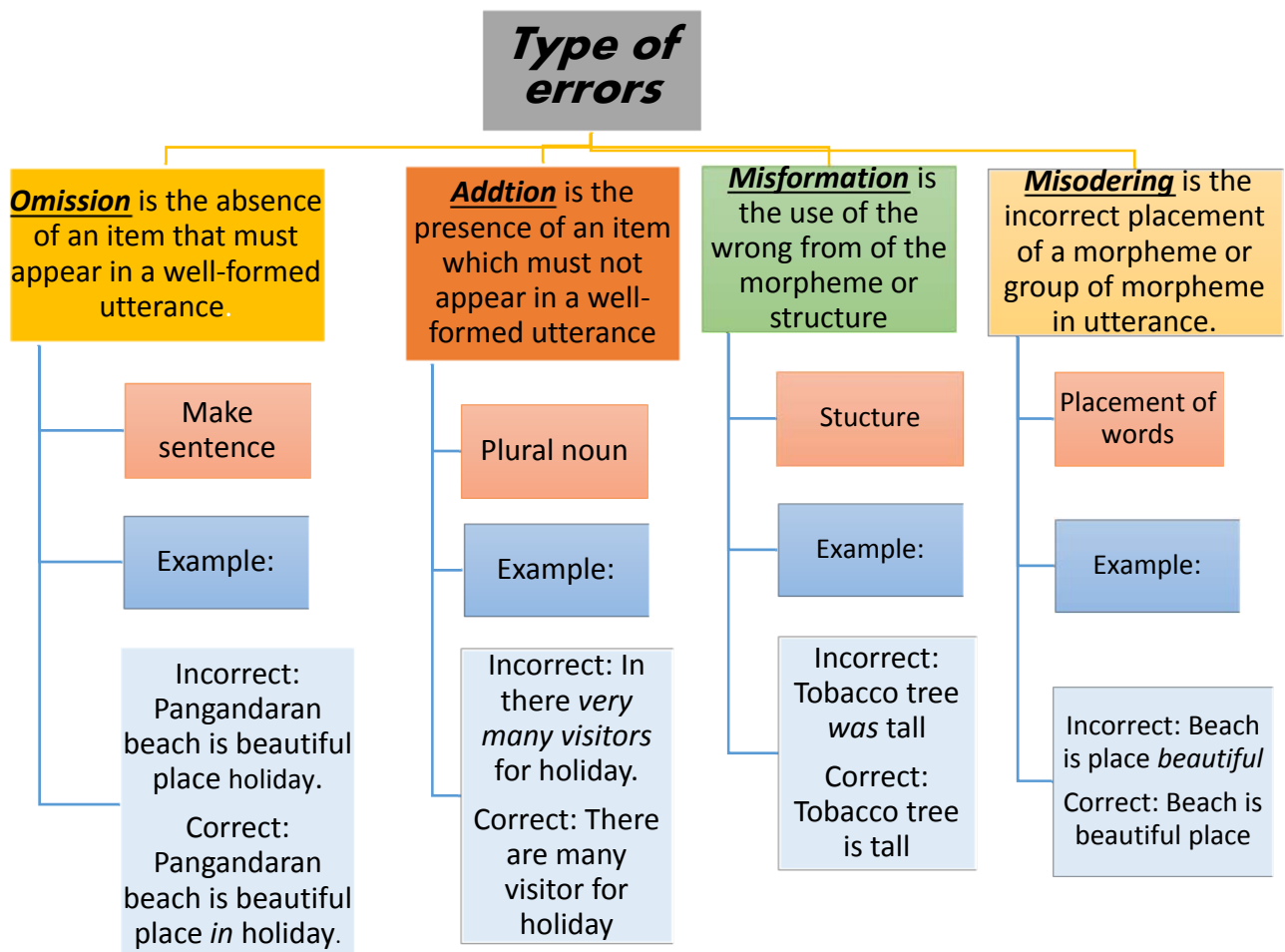
Diagram of Percentages of each types of errors



The Diagram above shows that Misformation errors have highest percentages (59,4%), then it is followed by Addition errors (18,9%), Omission errors (10,8%), Misodering errors (10,8%).

Bagan 4.1

Bagan types of errors than often students' make in speaking



B. Discussion

Speaking is always an important aspect to people in their life. Because by speaking people can communicate their feeling, share the ideas and opinions. As a language skill, speaking is sometimes undervalued, or in some circles, taken for granted. In other words, speaking English as a kind of skill used to show that the people have superiority in mastering English. Or some people give a judgment about English competence based on speaking ability rather than from any other language skills. In addition, student's languages are considered successful if they can communicate effectively in their second or a foreign language. With the recent growth of English as an international language of communication, there is a clear need for many students to speak and interact in a multiplicity of situations through the language. Such as in formal situations and informal situations, as for business, foreign travel, and other professional reasons. Speaking means a lot in communication. So, it means that speaking is an activity that people can communicate what they want directly and the others can grasp and give responses in a short time.

According to Maxwell in Alwasilah (2002:107-109), he states that there are characteristics of qualitative research:

Understanding the meaning of the participants of the study, the events, the situation, and action involved with and the accounts of their life and

experience. Understanding the particular context within which the participants act and the influence that this context has on their actions. Identifying unanticipated phenomena and influences, and generating new grounded theories. Understanding the process by which events and action take place and Developing casual explanations.

Error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics. The three definitions above clarify that error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone is speaking or in writing English sentences. Error has two equivalent in English those are; error and mistake.

There are procedures to collect up interpret data in this study:

First, researcher asked permission from the English teacher to go to class determined. Second, researcher recorded the students spoke on the test. Note researcher student speaking test from start to finish. Third, researcher student transcripts speaking test of picture that I gave the students tell

picture according to what is in the picture tells the students to use speaking skills.

In collecting the data, the researcher used the achievement test as document analysis. According to Richard (1985:2), “achievement test is a test which measure how much of a language someone has learn with reference to a particular course of study or programmed in instruction”.

“The purpose of achievement test is establish how successful individual students, group of students, or the course themselves have been in achieving objectives”,(Hughes in Iqbal, 2010:27).

The following were steps in this research:

1. The writer proposed some letter of permission to the head of STKIP to
2. The writer came to the class which had been chosen as the subject.
3. The writer gave a speaking test to the students, they had to speak a describe picture.
4. The students describe about picture using speaking.
5. The writer analyzed the students speaking to determine the error.

6. The writer classified the errors into Omission (OM), Addition (AD), Misformation (MF), Misordering (MO).

Ellis (2003) states that another way might be to try to identify general ways in which the learners' utterances differ from the reconstructed target-language utterance. Such ways include; omission, addition, misformation, misordering.

1. Omission

Omission is the absence of an item that must appear in a well-formed utterance. after analyzing and classifying data, the writer found 4 errors of omission or 10,8% of the total errors, Those errors are characterized by the absence of items such as omission of making sentences. The table 4.3 below explained the error word on the sentences.

Table 4.3

The errors

No.	The word errors of Omission	Sentences
1	<i>Is</i>	At the beach the air <i>is</i> so hot.
2	<i>In</i>	Pangandaran beach is beautiful place <i>in</i> holiday.

For example:

a. Incorrect : At the beach the air so hot.

Correct : At the beach the air *is* so hot.

In this sentences student made an error of Omission. The student said “On the beach at the beach the air so hot”. In this sentence, there was an absence of “is” because if the subject of place in simple present tense. Should be added by “ is” after the vocabulary.

The students still use some vocabulary incorrectly. They don’t not know to use To Be in sentences. Although any morpheme or word in a sentence is a potential candidate for Omission. Some type of morphemes are omitted more than others. Content morphemes carry the bulk of the referential meaning of a sentence: nouns, verbs, adjectives, adverbs”.

2. Addition

Addition is the presence of an item which must not appear in a well-formed utterance. In the test, the students also made 7 errors of addition or 18,9% of the total errors. Those errors are characterized by the presence of an item such as the use of plural noun. The table 4.4 below explained the error word on the sentences.

Table 4.4

The errors

No.	The word errors of Addition	Sentences
1	<i>Many</i>	In there <i>very many visitors</i> for holiday.
2	<i>At</i>	On the beach <i>at</i> the beach the air so hot.

For example:

a. Incorrect : In there *very many visitors* for holiday.

Correct : There are many visitor for holiday.

In this sentence the writer found error of addition. The students said “ In there very many visitors for “holiday”. The word “very many visitors”in this sentence is supposed to be “many visitor” not “very many visitors” because there was an article “are”, which shows that a singular noun.

Based on one example above, the writer concluded that the students made one types of addition error. The one is Simple Addition Error. It is in line with Dulays’ theory (1982) “there are three types of

addition have been observed in the speech of both L₁ and L₂ learners: double markings, regularizations, and simple addition”.

3. Misformation

Misformation is the use of the wrong form of the morpheme or structure. In this category, the students made 22 errors of Misformation or 59,4 % of the total errors. Those errors are characterized by the use of the wrong form in structure. The table 4.5 below explained the error word on the sentences.

Table 4.5

The errors

No.	The word errors of Misformation	Sentences
1	<i>Was</i>	Tobacco tree <i>was</i> tall
2	<i>Upon</i>	<i>Upon</i> the beach there is blue sea water.

For example:

a. Incorrect : Tobacco tree *was* tall

Correct : Tobacco tree is tall

In sentence the student made an error of Misformation. The students said “Tobacco tree was tall”. Because, it is the research about error analysis in speaking descriptive text, so in this sentence the students used the wrong from stucture, it supposed to use simple present not simple tense. So, the correct sentence, should be “Tobacco tree is tall”.

Based on the example, the writer concluded that the students made some misformation errors in their text. It refers to Dulay (1982), “ Misformation errors are characterized by use of the wrong form of the morpheme or structure”.

4. Misodering

Misodering is the incorrect placement of a morpheme or group of morpheme in utterance. In this categorize, the student made 4 errors of misodering or 10,8 % of the total errors. Those are characterized by the incorrect placement of words. The table 4.6 below explained the error word on the sentences.

Table 4.7

The errors

No	The word errors of Misordering	Sentences
1	<i>Beautiful</i>	Beach is place <i>beautiful</i>
2	<i>Is</i>	<i>Is</i> the beach very many people because beach very beautiful.

For example:

a. Incorrect : Beach is place *beautiful*

Correct : Beach is beautiful place

In this sentence the writer found an error of misordering made by the student. The student said “ Beach is place beautiful”. There was an error in placement of a morpheme. It supposes to be “Beach is beautiful place”.

Based on the example, the writer is confirmed by concluded that the students made some misordering error in their text in speech. It refers to Dulay (1982), “ Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance”.

Based on the discussion above, the writer concluded that in this study most students made errors because they use the wrong form of the morpheme or structure or misformation error (59,4%). It is in line with previous study by Abdul Gopur (103014026982), it showed that the most frequent error made by students is misformation (72/%). But, it was

different from the others preview study, which used the combination of preposition, auxiliary, Redundancy or possessive pronoun, possessive adjective. From analysis data I have collect, the data based from students I already test in using speaking and describe picture method. The students understand about describing pictures, but the students at MA YUPPI can't describe well yet, but the students already follow the procedures correctly. In describing process the students confused in rearrange and determine the correct vocabulary. In analysis processes I focused more to students speaking error, I use type of omission, addition, misinformation, misordering. From my data analysis result, I analysis 15 students I analyze 15 complete the test, and result is the students make more error in misinformation. Students not understand yet in arranging the sentences then the sentences become incorrect. I wish after doing this test students can realize their mistakes and understand more how to describe correctly.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter the writer presents the conclusions and suggestions based on the data as the research finding.

A. Conclusions

Based on the discussion in the previous chapter, the result of this study indicates that:

1. There were a number of errors made by the students (37 errors). It is divided into four types: Misformation errors (59,4%), Addition errors (18,9%), Omission errors (10,8%), Misodering errors (10,8%).
2. The most frequent error made by students is Misformation (59,4%).

The writer comes to her conclusion that the students of the first grade of MA YUPPI Soreang still made errors in speaking describing picture caused by the lack of the students' English knowledge.

Based to my analysis result at MA YUPPI Soreang from 15 students that I have test their speaking ability with describing pictures method. The students did 37 error in omission, addition, misformation, misordering. In Omission there are 4 errors word from 1 student, those error are

characterized by the absence of item such as omission of making sentences verb and noun. In Addition there are 7 errors word from 5 students, those errors are characterized by the presence of an item such as the use of plural noun, word and sentences. In Misformation there are 22 errors from 11 students, those errors are characterized by use of the wrong form in structure and pronoun (morpheme), and in Misordering there are 4 errors from 2 students, those errors are characterized by the incorrect placement of words. The percentage from 15 students shows that the students do more errors in Misformation. The students not understand yet in arranging the correct sentences so the sentences become incorrect. That's all concludes from my research result.

B. Suggestions

Considering the conclusion above, some suggestions are presented in this part.

1. For teacher

- a. The teacher should give more explanation about the grammatical stucture especially simple present tense, the using of picture, noun, verb, adverb, and conjunction to the students by clearly.
- b. The teacher should pay more attention in students' mastering vocabulary.

- c. To improve the students speaking ability; the teacher should give the student more exercise in speaking describing picture, and give them more explanation about correct sentences.

2. For students

- a. The students should learn more about speaking and structure because it is the most frequent error made by the students in this research.
- b. The students should do more practice in speaking.
- c. The students should read more books in English to improve their vocabulary.
- d. The students are suggested to pay more attention in English class.

3. For researcher

- a. The researcher can use this research as the previous study for the next research.
- b. The next researcher is able to explore more theories and methods.
- c. The next researcher can analyze error analysis in other skill in Language Learning of the English, such as writing, reading, listening, etc.

REFERENCES

- Alwasilah, A. C 2002. *Pokoknya kualitatif: Dasar-Dasar Merancang dan Melakukan Penelitian Kualitatif*. Jakarta: PT. Dunia Pustaka Jaya.
- Bailey, K.M., & Savage, L. 1994. *New ways in teaching speaking*. Alexandria, VA: Teachers of English to Speakers of Other Languages.
- Brown, H.D. 1994. *Teaching by Principles: an Interactive approach to language pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Brown, H.D. 1980. *Principles of language learning and teaching*. New Jerse. Prentice- Hall Inc.
- Brown, H.D. 2000. *Principles of language learning & teaching* (4th ed). New York: Longman (pp. 49-58)
- Brown, H.D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Edition) New York: Addison Wesley Longman, Inc.
- Brown, Douglas. (2007). *Teaching by Principles, An Interactive Approach to Language Pedagogy*, New York: Longman.

Burns, A., & Joyce, H. 1997. *Focus on speaking*. Sydney: National Centre for English Language Teaching and Research.

Bygate, Martin. (1987). *Speaking*, New York: Oxford University Press.

Byrne . (1998:8). *speaking is oral communication between listener and speaking*.

Cameron, Lynne. 2001. *Teaching Languages to Young Learners*. Edinburg: Cambridge University Press.

Corder, S.P. 1967. *The significance of learner errors. International review of applied Linguistics, S, PP 161-170*

Crystal, D. 1987. *A Dictionary of linguistics and phonetics*. New York. Basil-Blackwell Inc.

Depdiknas. 2006. *Curriculum for Senior High School Sjtudents*. Jakarta: Depdiknas.

Dulay, Heidi; Burt, Marina; Krashen, Stephen. 1982. *Language two*. New York: Oxford University Press.

Egan, K. 1999. *Children's minds, talking rabbits, and clockwork oranges*. (Selected articles. Solicited). Forward by Elliot W. Eisner. New York: Teachers College...

Ellis, Rod. 2003. *Second Language acquisition*. Hong Kong: Oxford University Press.

- Folse, K. 2004. *Vocabulary myths*. Ann Arbor. University of Michigan press.
- Fromkin, R. and Rodman, 1998. *Introduction to language on spoken*
Language processing. Sydney: Australia
- Gerlach, V.S & Donald, P.E. (1980). *Teaching and media systematic approach*
2nd edition. New Jarsey: Cambridge University press.
- Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory*
of Workbook, (Australia: Gred Stabler AEE, 1998).
- Harmer, J. 1991. *The practice of English language teaching*. Longman
Handbooks for Language Teachers. London/New York.
- Harmer, J. 2001. *The practice of English Language Teaching*. Third edition,
London: Longman.
- Harmer, J. 2007. *How to teach English England pearson*.
- Harmer, J 2007. *The Practice of Language Teaching (4th Edition)*. London:
Longman Group Ltd.
- Heaton, J.b., 1990. *Classroom testing: Longman Keys to language teaching*.
New York: Longman.
- Hourani, Taiseer M Y. 2008. *An analysis of the common grammatical error in*
English
writing made by 3rd secondary male students in the eastern coast of the UAE.
A Dissertation. Dubai Institute of Education of the British University.
- Iqbal, M. 2010. *An Analysis Errors in Changing Aptive into Passive Voice Made*

by Frist Year Students of MA Nurul Falah Takokak CInjur: Unpublish:
STKIP Siliwangi Bandung.

Kaswan , et al .2014. *Metode dan teknik penulisan karya ilmiah (usula
penelitian skripsi & proceedings)*. Bandung: STKIP Siliwangi
Press.

Kaswan & Suprijadi, Dasep. (2014). *Language acquisition*. Jakarta Timur:
Dapur Buku.

Kayi, Hayriye. 2006. Teaching Speaking: Activities to Promote Speaking in a
Second Language. *The Internet TESL Journal*, Vol. XII, No. 11,
November 2006. [http://iteslj.org/Articles/Kayi-Teaching Speaking.html](http://iteslj.org/Articles/Kayi-Teaching%20Speaking.html).
Accessed on October 15, 2012.

Kemp, J.E., & Smellie, D.C. 1989. *Planning, Producing and Using
Instructional Media*. Harper and Row Publisher, New York. 283.

Khansir, A. A. 2013. *Error analysis and second language writing*. *Journal of
Theory and practice In language studies*. Vol. 3, No. 2, pp.363-370.

Lado, R.1977. *Language Testing*. New York: Mc. Graw Hill.

Louma, S. 2004. *Assessing Speaking, the Cambridge Language
Assessment Series*.Cambridge: Cambridge University Press.

Mary, Spartt et al. 2005. *The TKT Course*. Cambridge: Cambridge University
Press.

McCarthy, M. 1990. *Vocabulary*. Oxford: O.U.P.

- Nunan, D., 2003. *Practical English Language Teaching*: NY: McGraw-Hill.
- Raimes, A. 1983. *Technique in Teaching Speaking*. New York : Oxford University Press.
- Richard, J. 1985. *Longman Dictionary of Applied Linguistics*. London: Longman.
- Richards, Jack C., and Renandya ,Willy A. 2002. *Methodology in language teaching: An anthology of current practice*. New York: Cambridge University Press.
- Riddell, D. 2001. *Teach Yourself: Teaching English as a Foreign/Second Language*. Hodder Headline.
- Sudjana, Nana. (1986). *Metode statiska*. Bandung: Tarsito.
- Sudjana, Nana & Rivai, A. 2007. *Media Pengajaran*. Bandung : Sinar Baru Algesindo
- Sugeng, Bambang. 2010. *Instructional Technology: Planning Strategies for Language Education*. Yogyakarta: Yogyakarta State University.
- Spratt, Mary, Alan Puverness, and Melanie Williams. 2005. *TKT Course*. Cambridge: Cambridge University Press.
- Tarigan, H. Guntur, and Djago Tarigan. 1998. *Pengajaran Analisis Kesalahan Berbahasa* . Bandung : Angkasa.
- Tavakali, Gail E. 2008. *Teaching writing: balancing processand product*. USA: Pearson.
- Tavakali , Gail E. 2012. *A Dictonary of research methodology and statistic in*

applied linguistics. Iran: Rahmana Press.

Thornbury, Scott. 2005. *How to teach Speaking*. London: Longman.

Weigle, Sara C. 2002. *Assessing Writing*. Cambridge: Cambridge University Press.

Wright R, et al. 1988. *Increased amounts of HMG-CoA reductase induce.*

J Cell Biol 107(1):101-14.

Wright, A. 1989. *Picture for Language Learning*, Cambridge: Cambridge University Press.

Wright, Andrew. 1990. *Pictures for language learning*. Cambridge:

Cambridge University Press Wright, Andrew. (1984). *1000+*

Pictures for Teachers to Copy, United Kingdom: Longman.

Wright, Andrew. 1992. *Five-minute activities: A resource book of short activities*.

Cambridge. Cambridge University Press. 101pp.

Wulandari, Riasty. 2012. *The Use of Pictures to Improve the Students' Speaking*

Ability of XI IS 2 of SMAN 1 Kasihan in the Academic Year of 2011/2012.

Yogyakarta: Yogyakarta State University.

AUTO BIOGRAPHY



The writer named Siti Nurhasanah. She born on July 9th 1994 in Cimahi. She is a third child in his family. Her hobbies are sports and eat. She is a Muslim. She lives in Jln Baros Sukaraja No 188 Rt 05 Rw 10, Kel. Baros, Kec. Cimahi Tengah, Kota Cimahi. She completed her kindergarden at TK Uswatun Hasanah in 2000. Also completed her Elementary School at SD Baros II in 2006. Then she continued her study at SMPN 2 Cimahi in 2009, she continued her study in SMAN 4 Cimahi in 2012. In 2013, she decided continued her study at STKIP Siliwangi Bandung to get Sarjana Pendidikan Degree (S-1).

