

THESIS
ERROR ANALYSIS ON SPEAKING OF THE SECOND
SEMESTER STUDENTS OF WIDYA MANDIRA
CATHOLIC UNIVERSITY ACADEMIC YEAR
2019/2020



YOLENTA BETE LISU

ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATIONAL SCIENCES FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2020

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Presented in Partial Fulfillment of the Requirements
For Bachelor's Degree in English Language Education

YOLENTA BETE LISU
REG.NO.12116045

ENGLISH EDUCATION PROGRAM
TEACHER TRAINING AND EDUCATIONAL SCIENCE FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
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THESIS

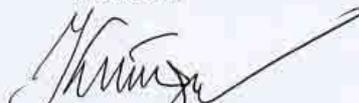
**ERROR ANALYSIS ON SPEAKING OF THE
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Approved by

Advisor I


Dr. Damianus Talok, MA
NIDN: 08120260001

Advisor II


Dr. Drs. Kletus Erom, M.Hum
NIDN: 0830095901

Acknowledged by

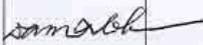
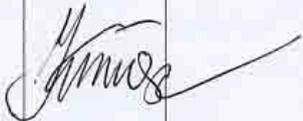
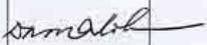
**Heat of English Education Study Program
Teacher Training and Educational Sciences Faculty
Widya Mandira Catholic University**

Kupang

Dr. Elvis Albertus Bin Toni, S.Pd, MA
NIDN: 08230280

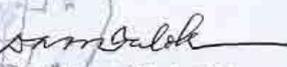
This Thesis was defended on June 27th, 2020

Board of Examiners

No	N a m e s	Positions	Signatures
1	Dr. Damianus Talok, MA NIDN: 0812026001	Chairman	
2	Dr. Drs. Kletus Erom, M. Hum NIDN : 0830095901	Secretary	
3	Dra. Floribertha Lake, SS, MA NIDN. 0802046401	Examiner I	
4	Yohanes Nurak Siwa, S.Pd, M.Pd NIDN: 0813018901	Examiner II	
5	Dr. Damianus Talok, MA NIDN: 0812026001	Examiner III	

Acknowledged by

Dean of FKIP of Unika Widya
Mandira Kupang


Dr. Damianus Talok, MA
NIDN: 0812026001

Head of English Education Study
Program of FKIP Unika Widya Mandira
Kupang


Dr. Elvis Albertus Bin Toni, S.Pd, MA
NIDN. 0823028101

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Kupang, June 2020

The writer

MOTTO

**“LEARN FROM THE MISTAKES IN THE PAST,
TRY TO USE DIFFERENT WAY FOR CORRECT ONES
AND ALWAYS BE HOPEFUL FOR A SUCCESSFUL FUTURE”**

(YOLENTA BETE LISU)

DEDICATION

This thesis is particularly dedicated to.

My Father, Lazarus Lisu, and My Mother, Blandina Tai

My Brothers, Donatus Manek, Robertus Pius Mau, Nicolas Ki'ik

My Sisters, Maria Moy Lisu, Sisilia Roni Lisu, Gaudensiana Soik

My Campus, Widya Mandira Catholic University

ABSTRACT

This study is entitled "Error Analysis on Speaking of the Second-Semester Students of Widya Mandira Catholic University Academic Year 2019/2020. It was conducted to answer the following questions: (a.) What types of errors do the students make in speaking composed by the second semester students of Widya Mandira Catholic University in the academic year 2019/2020 in Speaking? (b.) What is the most common error in speaking committed by second semester students of Widya Mandira Catholic University in the academic year 2019/2020 in descriptive text? The writer used a descriptive qualitative method for this research, and the subject of this study was the second-semester students of Music Education Program at Widya Mandira Catholic University Kupang in the academic year 2019/2020. The data was gathered through students' recorded speaking tests that were uploaded on youtube with their English teacher's approval. Based on the result of error analysis, the conclusions of study were: 1) the highest number of errors type is Misformation 11(44%), followed by Omission 9 (36%), Addition 4 (16%) and Misordering 1 (4%). 2) 25 (100%) the students made error Omission with the total number of error is 9 (36%) committed by 3 students, Misformation 11 (44%) committed by 3 students, Addition 4 (16%) committed by 6 students and Misordering 1 (4%) committed by 9 students. Thus, the most common error made in the students speaking is misformation. Based on this study, some suggestions are as follows: (1) Students of Widya Mandira Catholic University learn more grammar, specially 3 tenses, simple present, past tense and future tense. Learn more vocabulary for practice accuracy to practice fluency, can practice pronunciation, speak briefly, recorded and then heard again and understood the resulting error so that another time an error occurs again. (2) English teachers are suggested to teach grammar in communicative ways and provide more speaking activities in the classroom which focus on both fluency and accuracy, such as, short talks, think-pair-share activity, surveys and interviews, listen and talk, and many other communicative language games.

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