THE ANALYSIS OF STUDENTS' ERROR IN ENGLISH SPEAKING SKILLS USING ROLE-PLAY METHOD AMONG THE TENTH GRADE STUDENTS OF MA NURUL HUDA WARUNGPRING

Final Project

Submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan* in English

by

Anis Ardiana Mumtaza

17420092

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGE AND ARTS EDUCATION

UNIVERSITAS PGRI SEMARANG

2022

APPROVAL

This Final Project entitled **"THE ANALYSIS OF STUDENTS' ERROR IN ENGLISH SPEAKING SKILLS USING ROLE-PLAY METHOD AMONG THE TENTH GRADE STUDENTS OF MA NURUL HUDA WARUNGPRING"** written by:

Name   : Anis Ardiana Mumtaza

NPM   : 17420092

Study Program : English Education Study Program

Faculty   : Language Arts and Education

Was approved by the advisors of the English Education Study Program of the Faculty of Language and Arts Education of Universitas PGRI Semarang on:

Day   : Thursday

Date   : 16 December 2021

Advisor I

Ririn Ambarini, S. Pd., M.Hum
NPP 107601318

Advisor II

Dr. Sukma Nur Ardini, S.S., M.Pd.
NPP 108201277

ii

DECLARATION

I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other researchers' opinions or findings included in the final project are quoted or cited in accordance with ethical standards.

Semarang, December 16th 2021

Anis Ardiana Mumtaza

17420092

RATIFICATION

This final project has been ratified by the team of examiners of the Faculty of Language and Arts Education of University of PGRI Semarang:

Dean of FPBS,

Dr. Asropah, M.Pd.
NPP. 936601104

Examiner I/Advisor I,

Ririn Ambarini, S. Pd., M.Hum
NPP.107601318

Examiner II/Advisor II,

Dr. Sukma Nur Ardini, S.S., M.Pd.
NPP. 108201277

Examiner III/Advisor III,

Laily Nur Affini, S. Pd., M. Hum
NPP. 108301313

Head of English
Education Study Program

Dr. Jafar Sodiq, S.Pd.,M.Pd.
NPP. 95671117

MOTTO

"Always involve God in every step of your journey,

always be grateful and work hard".

DEDICATIONS

This final project is dedicated to:

1. Thanks to Allah, who always gives me the strength to finish this final project.

2. My self, for being strong and able to do this final project well under any circumstances

3. My beloved parents, my father Wachidin and my mother Mu'minah, for their endless prayers, motivation, and support, which have always been my inspiration in achieving all my goals.

4. As well as my beloved sister sister and brother, Isramij Dinna Fairuza and Nabhan Fawwaz Al-Bagir, who always pay for and give encouragement.

5. All my friends who help and supported me in completing this final project.

ACKNOWLEDGEMENT

First, I would like to thank Allah SWT who always gives blessing and guidance, so that I could finish this final project as partial fulfillment of the requirements for the completion of the degree of Sarjana Pendidikan in English at the University of PGRI Semarang.

Furthermore, I would like to express my gratitude and appreciation to a number of persons who helped me wrote this final project. Without their guidance, advice, and encouragement directly or indirectly, this final project would not have been completed.

In this occasion, the writer would also like to express the deepest and sincerest thank to:

1. Dr. Asropah, M.Pd., the Dean of Faculty of Language and Arts Education of University PGRI Semarang.
2. Dr. Jafar Sodiq, S.Pd.,M.Pd., the Head of English Department of University PGRI Semarang.
3. Ririn Ambarini, S.Pd.,M.Hum., as the first advisor, for his guidance, advice, and support in completing this final project.
4. Dr. Sukma Nur Ardini, S.S., M.Pd., as the second advisor, for her continuous and valuable guidance and advice in completing this final project.

5. My beloved parents, sister and brothers, for their supports and prayers in finishing this study.

6. All lecturers of the English Education Study Program of University of PGRI Semarang, who had taught, motivated, and guided the writer since the first day of the writer's study.

7. All of my friends of the University of PGRI Semarang, thanks for your support.

Last but not least, I would like to thank people who are not mentioned here. Without their help, advice, and supports, this final project would not have been completed. I realize that there is nothing perfect in this final project. However, I hope this final project will be useful for all readers.

Semarang, December 16th 2021

Anis Ardiana Mumtaza

17420092

ABSTRACT

Mumtaza, Anis Ardiana. 2021. *An Analysis of students' error in English speaking skills using Role-Play method among the Tenth Grade Students of MA Nurul Huda Warungpring.* Final Project, English Study Program, Faculty of Language and Arts Education, Universitas PGRI Semarang. Advisor 1: Ririn Ambarini, S.Pd.,M.Hum., Advisor 2: Dr. Sukma Nur Ardini, S.Pd.,M.Pd.

Keyword: *Speaking error, Role-Play Method.*

Speaking is part of a language skill that uses communication as a tool in language skills and speaking skills are the most important part of getting information and ideas. To support the research conducted by the writer in speaking research, namely by using the role-play method, which is done for students. In descriptive qualitative research aims to build a good and clear picture of a society which is human behavior in everyday life that occurs, by analyzing what they learn and this research also refers to research that describes a phenomenon that usually occurs. To collect data, the writer used tests and semi-structured interviews. Furthermore, the writer decided to use class X IPA-1 with ten samples of the students at MA Nurul Huda Warungpring. These ten students were selected based on the condition of the ability that students face in speaking English, which has been determined from the student's grades and students' difficulties in learning English. The results of this study indicate that the ten students have several difficulties that are often encountered in speaking English. In addition, in the practice of speaking English students also have several different barriers and difficulties, whereas in speaking English several aspects include criteria in speaking, such as Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension. In addition, in carrying out the assessment carried out by the writer, students experience different difficulties in speaking such as lack of vocabulary, self-confidence, fear of making mistakes in speaking and understanding what the other person is saying, and finding it difficult to convey what they want to say. delivered by students in speaking English.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is part of a language skill that uses communication as a tool in language skills. Speaking skills are the most important part of getting information and ideas. Based on the standard national curriculum unit (Curriculum 2013). Al-Roud (2016) stated that speaking is a communication tool that is often used by many people to train their ability to communicate by using good and correct moral language to exploresthe ideas, intensity, thoughts, and feelings when interacting with someone, which communicates that must be clear and easy to understood by listeners. In communicating, it is very important to pay attention to speaking English because it is important in today's society. Fitriani, et.al (2015) stated that the most important aspect of speaking skills can be obtained from learning the two foreign languages because success in language learning can be measured from the way students are active in speaking or communicating. Therefore, speaking is an interactive process in constructing a meaning that involves, produces, receives, and processes information. Brown (2004:140) states that speaking is a creative construction from a string of languages. The speaker makes choices in lexicon, structure, and discourse. Hymes (1998:26) said that speaking is content and context in communicating. In this case it means that in speaking there are several things that must include rules such as grammar, pronunciation,

vocabulary, etc, which are by the context in speaking to understand the meaning in communicating based on the statements and intonations spoken by the speaker.

For students who learn English, speaking is a skill that needs to be developed from time to time, because this skill is someone's training in the soft skills field, which is the ability to communicate with someone in interacting with society in everyday life (Tinjaca & Contreras, 2008). In interacting with other people, various kinds of skills must be considered when communicating (Hadfield & Hadfield, 2012). Also, Harmer (2007) provides his view that good communication does not only have verbal skills but must be able to process information obtained in communicating. Therefore, Richard and Renandya (2002:210) say that communicating is a very important element because several elements must be considered, such as good and correct grammar. Maulana et.al (2016) said that to deal with this, it is necessary to practice speaking skills because many people think that the problems, they face in communicating are fear of making mistakes when speaking and lack of confidence.

Baker (2011:13) The ability of a person is speaking and language says that these skills include abilities, such as listening, speaking, reading, and writing. Whereas these skills have components that include: grammar, vocabulary, phonology, and graphology. Therefore, skills and components are related to one another in speaking and language. According to Brown (2000:5), language is a skill that has a conventional symbol system, vocal, written, or

gesture in interaction. Therefore, these skills have the value of interpersonal contact to exchange information.

Oradee (2012) suggests that many students are afraid to speak and communicate using English. Leong & Ahmadi (2017), the students' feel afraid of making mistakes when speaking English, because students are ashamed of getting bullied by other students. Latha & Ramesh (2012) argue that the reason one of the students is not active in class is the lack of motivation from the teacher during the learning process, which creates a feeling of boredom in students. According to Ardini (2019), a very important and influential thing on students is a lack of self-confidence and fear when communicating using English. In speaking there are two types of communication, namely face-to-face and written, in face-to-face communication it is more like spoken language, which is directly done with people (Shabrina, 2019).

In education in Indonesia, there are several English language learning programs that are used as a means of communication or language instruction, including in schools in Indonesia (Gunantar, 2016). In this case, it explains what difficulties students' experience in learning speaking and communicating skills using English because students' generally have difficulty learning foreign languages, especially English. In this study, the writer focusses on the tenth-grade students about what difficulties experienced in learning speaking and communicating skills using English by looking for students' mistakes in speaking using the Role-Play method at MA Nurul Huda Warungpring.

Based on the background study, that mentions above, the writer has conducted about learning English speaking skills with the title "An Analysis of students' error in English speaking skills using Role-Play method among the Tenth Grade Students of MA Nurul Huda Warungpring".

B. Reasons for Choosing the Topic

There are some reasons that make the writer chooses the topic, as follows:

1. To find out students' mistakes in speaking can be done using a Role-Play method, which is using this method we can find out.

2. To see students' errors by analyzing using Role-Play method, so that students can minimize errors in speaking.

3. To train students' in speaking skills by having conversations with the writer, to know and measure how well students speak.

C. Statements of the Problem

Based on the background of the study above, the writer arranges the statements of the problems, as follows:

1. What error were made by the students in speaking skills using Role-Play method at the tenth-grade students of MA Nurul Huda Warungpring?

2. What are the cause of speaking error in English at the tenth-grade students of MA Nurul Huda Warungpring?

D. Objective of the Study

Based on the statements of the problem above, the writer arranges the objectives of the study as follows:

1. To find out what mistakes students make in speaking English skills using the Role-Play method.

2. To find out the causes experienced by students in speaking errors in English.

E. Significances of the Study

There is some study that must investigate the writer in the mistakes of students in communicating using English.

1. This study uses the Role-Play method, in which students can understand using this method by conducting dialogue in English with the teacher.

2. The readers can get more information about the learning process of students in English to the English teacher related to the problems and the causes of these problems in learning to speak.

3. Researchers hope that teachers can understand what problems students have in learning to communicate using English and teachers can improve students' abilities by continuing to hone their speaking skills, because it is very important for students to improve their abilities.

F. Definition of the key terms

1. Speaking

   Speaking is part of the skills in English lessons which aim as a means of communication. According to Astrawan (2013), speaking is a skill speaking that everyone must master, which is practiced in the surrounding environment. Brown (2003) asserts that speaking is a skill that is directly observed by others empirically, which the observation is accurately observed, and its effectiveness in speaking and listening skills because it is very influential. Besides, Thornbury (2005) describes that speaking is an ability that interacts with others, through face-to-face dialogue to find out what the other person is conveying and process information and body language.

   Rogers (2001) state that collectively known as Communicative Language Teaching. In communicating, there needs to be an approach, which in communicative-based teaching can provide active students with practical and fun learning, it can encourage students to continue to learn to develop language skills in communication. A communicative-based approach is a way that is usually done to improve students' abilities, which is the main factor by English teachers every time they want to teach English is how they teach the foreign language. This approach gives students a good environment in communicating in English with their interlocutors and the teacher only acts as a facilitator.

2. Role-Play method

   Dorathy and Mahalakshmi (2011) state that Role-Play is a technique in learning which helps students in the learning process, which students will be faced with several types of situations to support student learning by using role-playing. Role Play is an example of "learning by doing" The word Role has the meaning of showing that students are required to be able to apply the knowledge, skills, and understanding of the learning process to be able to apply what has been taught. The word Play has a meaning that shows that students can use their imagination to play a role. Thus, doing Role-Play must involve students to participate in applying the concept of Role-Play (Barkley, 2005:150).

3. MA Nurul Huda Warungpring

   MA Nurul Huda Warungpring is one of the senior high schools, that is religion-based school in Pemalang, that is located in Jalan H. Abdul Karim Number 10, Desa Mereng, Kecamatan Warungpring, Kabupaten Pemalang, Central Java. It is the school where the writer conducts this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents the previous studies and review of related theoretical studies.

A. Previous Studies

The writer has collected several related studies to support this study. There are five previous studies which have relevance with the study which taken by the writer.

The study entitled "Analysis on English Speaking Performance: Exploring Students' Errors and The Causes" by Dayat, published in *Journal of Education, Teaching and Learning*, Volume 2 Number 1, 2017. Dayat (2017) said this study aims to analyze the errors and causes of students speaking English. This study using qualitative, which is collecting data by recording videos on students to find and find out the mistakes of students in speaking English which was conducted in group interviews to find factors for student error when speaking English. In analyzing data, it is necessary to have speaker data, form speaker data, communicate speaker data, and re-process data to build data credibility. Several categories of findings indicate students' speaking errors: 28% speaking errors, 26% unnecessary words, 24% misused forms of words, and 19% confused speech forms. In addition, other findings that explain the causes of student errors that affect speech errors, namely transfer between languages, intralingual, learning context, and communication strategies. Tuan

and Mai (2001) suggest that students'errors in speaking English are a factor that affects students' ability to speak English. learning, students' confidence in speaking, and giving feedback to the teacher after carrying out the learning process.

Next, a study which was conducted by Mustafa Altun (2015) entitled "Using Role-Play Activities to Develop Speaking Skills: A Case Study in The Language Classroom" published in *International Journal of Social Sciences & Educational Studies*, Volume 1 Number 4, 2015. Altun (2015) stated this study are that Role-Play Activities (RPA) can motivate students to learn to speak foreign languages better and students are encouraged to develop students' self-confidence in learning because motivation and self-confidence are important and necessary for improving student competence in communication. Luca and Heal (2006) argue that "In doing Role-Play students can play actively or passively because from these activities it can build better student communication and collaboration, in which the teacher can carry out the learning process flexibly in delivering material in class. The time and spatial location of the teaching and learning process and how participants taught new skills and competencies". This study found that the use of the Role-Play method can improve students' ability to speak and communicate between students.

Then, a study entitled "The Students' Difficulties in Speaking at the Tenth Grade of SMA Negeri 1 Sine in 2014/2015 Academic Year." by Sheila Yolanda Pradya Afisa, a published article, 2015. Afisa (2015) describes the

difficulties of students in speaking English. In several factors cause students to have difficulty speaking English, this study using descriptive research, in which the subjects of this study are English teachers and students. Data collection methods used are through observation, recording, and interviews. In addition, research data is taken from research subjects in the form of teaching and learning processes, interviews, and notes. The results showed that the students' difficulties in speaking English were: (a) the students' knowledge and vocabulary was little so that the students had difficulty understanding the conversation. (b) students have difficulty pronouncing certain words in English which differ between pronunciation and writing. (c) students are still confused in arranging words. (d) sometimes students are often afraid to speak English because they are worried about making mistakes and students do not believe in their abilities. The factors that influence students on the difficulty of speaking English are the number of students in learning and the psychological factors of students.

Further, a study entitled "Teaching Speaking Ability Through Role-Play" by Sunardi, Zainal Arifin, and Eni Rosjina., a published article, 2013. Sunardi et al., (2013) stated that in the role-play technique this method requires students to be able to develop what skills students already have in speaking English, even though many students have many weaknesses in speaking English, such as lack of vocabulary. Therefore, students should enrich their vocabulary to make it easier to express what they want by speaking English and this technique can reduce some bad attitudes such as students' feelings of

shame, anxiety, and fear in speaking English. So, in this case, students are trained to appear in front of the class, to eliminate the bad attitude. Which of these techniques can increase students' learning motivation through the process and the researcher wanted to compare the students' speaking ability before and after performing the Role-Play-treatment technique using the role-playing technique. The purpose of using this study is to encourage students' thinking and creativity in learning to speak English, which allows students to develop their abilities by practicing in the language (Blatner, 2005). According to Teed (2009), in using this method, good preparation and management are needed so that teachers can prepare well, such as the following steps: setting goals for using methods, determining context and roles, introducing strategies in role-playing, research, and character preparation, role implementation, providing feedback between teachers and students, evaluation and conclusions.

At last, there is a study entitled "A Study on Students English Speaking Problems in Speaking Performance" by Dea Aries Fitriani, Rahayu Apriliaswati, and Wardah, published in *Jurnal Pendidikan dan Pembelajaran Untan*, Volume 4, Number 9, 2015. Dea et al., (2015) states that communication problems occur because students find words they don't understand, word forms that they don't know how to use, and also find that students are not fluent in expressing the meaning they want to convey, here are some problems students face in speaking English, namely lack of self-confidence, anxiety, shame, nervousness and worry in students, they face feelings that can affect students' speaking English and become a problem for

them. Many people experience almost the same problem, because students know their capacity, despite the lack of student confidence, which has several different aspects for each student, such as fear of making mistakes, shyness when speaking in public and fear that listeners will not be able to catch what the students are saying.

B. Related Literature

1. Concept of Speaking Skills

A. Definition of Speaking Skills

Speaking is communication or interaction of a person with the opposite sex, which is often used to train a person's ability to communicate using language, which is communicating must also understand what you want to talk about properly and clearly because communicating is very important to be able to dig up information. from the interlocutor, so that the conversation can go well, without any misunderstanding Al-Roud (2016).

Fitriani (2015) stated that speaking skills are interactive processes carried out to build meaning that involves, produce, receiving, and process information. In addition, speaking skills have several aspects that must be obtained when learning a foreign language, where success in the language learning process can be measured from the process during which students learn the language learned by students.

B. Types of Speaking Skill Activities

Brown and Abeywickrama (2010) suggest that before conducting a speaking assessment, there are several basic things that are explained in speaking assessment, namely:

1. Intensively

Intensively is an interaction that is carried out with the interlocutor, in which the listener needs to respond to what is asked by the interlocutor, but when speaking there are important things to note, namely attitudes and language such as emphasizing pronunciation and cutting off unfinished conversations.

According to Korompot (2018), Intensive speaking can be referred to as an instructional approach, which involves students learning to speak with guidance or assistance from the teacher. In this case, it aims to develop students in speaking the language which is applied as an ITE context in Indonesia. The following is an example of its application:

a. Students are directed by the teacher to be able to master oral skills in public speaking.

b. The teacher gives instructions to students to practice speaking in public well.

c. Students are taught by the teacher to do the skills that the teacher has taught, such as: listening, reading, and writing skills in the activities they do, etc.

2. Imitiative

According to Brown (2004:141-142), Imitative is one of a series of types of speech, in which the ability is simply to repeat (imitate) a word or phrase or possibly a sentence. Meanwhile, the level of pure speech, namely by phonetic, a number of prosodic, lexical, and grammatical characteristics of the language can be included in the performance criteria.

3. Responsive

According to Brown (2004:141-142), Responsive is a very important conversation with authenticity, because when chatting with the opposite sex, the speaker is stimulated to speak immediately and is responsive in small talk. In this case, the interaction in a chat is very little and short, just give a few comments on what he thinks is important.

4. Interactive

According to Brown (2004:141-142), Interactive in a sentence complexity between responsive and interactive there is a difference, which when interacting has a difference, but in interacting can still be done by two or more people.

5. Extensive

Extensive is an interaction that is carried out with other people or in discussions, when interacting with the interlocutor it is very important to pay attention to the interlocutor because for

students to have good speaking skills and good language, there also needs to be quite good interaction between the interlocutors, in this case also affects a person's attitude.

Sun (2010), Gu, and Reynolds (2013) said that in carrying out an instructional approach one must go through a broad discourse to Teach speaking. Extensive speaking is used to refer to an instructional approach through discourse for teaching speaking a language. In this case, it can also be interpreted as Extensive Reading, which is the same as Extensive Speaking in a Context of students' speaking skills instruction. The following is credited for expanding the broad discourse of instructional approaches to speaking teaching.

In this case, there are several types of speaking skills activities that explain speaking assessment, such as: intensively, responsively, interactively, and extensively. Which is speaking assessment explains how students in speaking English must have several aspects that aim to interact with the interlocutor, need to respond to what the interlocutor asks, respond to what the interlocutor conveys, have a fairly good interaction with the interlocutor, and can have discussions with each other, it is very important to build communication in speaking English. In speaking English, students are expected to be able to pay attention and carry out conversations with the interlocutor quite well.

C. Assessment of Speaking Skills in High School

In speaking assessment, several things affect and can cause problems for students, where the problem is interaction with the community, generally, based on the pronunciation of the speaker as speaking students must also be able to master vocabulary and language structure quite well (Luoma, 2004). In assessment of student speaking, some things need to be discovered which are very important, namely the assessment of students' communication skills, which is a challenge for students to show their ability in speaking skills (Sánchez, 2006).

According to Nunan (1999), design in speaking has several variations that must be known, namely:

1. Pronunciation, in speaking, is very important in terms of pronunciation, because this often occurs in pronunciation errors, therefore students can pay attention to pronunciation when speaking, which is an aspect that is quite risky for assessment.

2. Grammar, in this assessment, is very important for students, because in this case, students can speak English using accurate sentences and grammar, to avoid mistakes in speaking.

3. Vocabulary, in this assessment students, are expected to have some sufficient vocabulary in starting a conversation because it is very important or essential to start a conversation.

4. Fluency, in speaking students, is required to speak fluently or clearly to show the quality of language in a conversation.

5. Comprehension, the students are required to be able to understand a topic or context that will be discussed from a conversation and be able to provide an appropriate and appropriate response.

6. Test, in the final project, students can complete the commands given during the exam.

Assessment of speaking skills in high school can be concluded that in speaking assessment, several things affect students in speaking English, which is a problem for students in speaking English, such as the way students interact with people around them and students' pronunciation in speaking English, due to the lack of vocabulary that students have. In the assessment of student speaking several important things need to be considered, which is the assessment of students' communication skills found several categories of aspects in speaking, namely: Pronunciation, Grammar, Vocabulary, fluency, and Comprehension. Several assessments, which is quite important, because students are required to be able to learn, such as doing pronunciation in speaking English, understanding what sentences will be discussed, memorizing vocabulary which is important in communicating, fluent in communicating using English, understanding what the interlocutor is talking about, which makes it easier for students to interact well with the interlocutor.

2. Concept of Role-Play Method

A. Definition of Role-Play Method

Kusnierek (2015) defines Role-Play as a complete set of techniques in communicating by developing fluency in the language, as well as improving students' learning. In doing Role-Play there are several teaching techniques based on pedagogical psychodrama (Perez, 2016).

Conforme and Torres (2013) also define role-play as an activity to interact with students in a fun learning process to gain significant new knowledge from students. In planning role-play, students can express themselves with the conditions that exist in role-play situations (Waffa, 2014).

In this case, it can be concluded that role-play is a technique used to develop students' ability to communicate in the language, which can improve students' interactions with their interlocutors. The students carry out the learning process by playing roles, it can increase students' knowledge in learning to speak English, because with that students can express themselves with the conditions that exist in role-playing situations.

B. Role-Play for Students in Speaking Skills

Role-play in students has the aim of improving the skills possessed by students in communicating, arguing, and being able to interpret or conclude in a task, because this can strengthen students in developing confidence in using English or foreign languages in the environment

(Zhang, 2010; Duxbury and Ling, 2010; Asensio, 2015). In communicating Students have motivation in communicating and practicing what students have learned (Wafaa, 2014).

In this case, it can be concluded that the use of role-playing in speaking English has a goal which is to improve the skills possessed by students in communicating, arguing, and being able to interpret a task, to strengthen students in developing their confidence in communicating using English, namely by continuing to practice what has been learned and in communicating also students must have motivation in communicating.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter focuses on the research design, roles of the writer, subject of the study, instrument of the research, method of collection data, and method of the data analysis.

A. Research Design

Research design is a procedure in research that describes a process in researching according to Creswell (2012:20). In research design, it is necessary to carry out a research planning and implementation process, which can help the researchers to collect and analyze data. In this study, the researchers used qualitative descriptive research which, according to Fraenkel and Wallen (2009), "The qualitative descriptive method is a method which shows an event and situation that has the right circumstances". According to Latief (2013), Qualitative research is a process that has the aim of building a good and clear picture of a society which is human behavior in everyday life that occurs, by analyzing what he learns. This qualitative descriptive research refers to research that describes a phenomenon.

B. The Subject of the Study

1. Population

According to Hanlon (2011: 7), the population is an interest that is owned by individuals who usually have the goal of taking data in a group. The population in this study amounted to 10 students, where this research was carried out specifically for class X IPA-1 students at MA Nurul Huda Warungpring.

2. Sample

According to Hanlon & Larget (2011), the sample is a population of individuals whose data are usually already available in the sample. The sample of this research is tenth-grade students as research subjects. The writer decided to use class X IPA-1 with the number of students in the sample being 10 students because the total number of students in the tenth grade was 40 students. Therefore, the researcher only took a sample of 20% of the total number of students in the tenth grade. The sample of this research will be analyzed and the sample is selected based on good class quality.

C. The Instrument of the Study

The research instrument is research that is composed for collecting data according to Notoatmojo (2010). In the general study are tests and semi sctucture interviews. For this study is the writer used tests and semi sctucture interviews to collect the data.

1. Test

The test, which aims to collect data on students who can do the assignments given by the writer, that students story about a legend using a role-play, namely is a monologue, which trains students' ability to speak English and the writer can also find out what mistakes are made. Students do in speaking English. Brown (2004) says, "test is a method that can measure a person's ability and knowledge".

Krisdiana, Irawati, & Kadarisman (2018) argues that role play is a strategy that can be done to carry out the learning process, where students can use the role-play method to measure their ability to speak English because in using this method, students can improvise. when speaking English, and students are also able to do storytelling using English to find out their abilities. In this case, it can also understand errors or difficulties that often occur in students in speaking English.

2. Semi-Structure Interview

The researcher designed to find out what mistakes and difficulties students faced in speaking English, which previously conducted research using a test, namely with students doing a monologue storytelling in which the researcher gave a legend text to the students, after that the researcher did a semi-structure interview, in order to ask some questions to students about what difficulties students face in speaking. Latief (2015) states that the interview is an instrument in data collection which involves direct verbal interaction between individuals. In addition, interviews are

also used, so that the writer know things that are important more deeply because this data collection technique is based on self-report, or someone's knowledge and beliefs.

D. Method of Data Collection

Data collection methods are the most important thing in conducting research, which aims to obtain data from conducting research (Sugiyono 2013:401).

To collect data, the writer focuses on using the Role-Play method to conduct research, wherein collecting this data the writer focuses on analyzing students' errors in English speaking. To collect the data, some steps were done by the writer are as follows:

1. Test

The writer gives a test to students by telling stories about a legend using the role-play method, namely monologue, which is useful for the students to try speaking English. The writer will give a legend story to all students with the same title, in which students will do a storytelling monologue by recording individually which will take the form of a video with what they tell. Then, the video will be sent via Youtube or G-drive, where later the writer will collect the data that has been obtained from the students by listening, transcribing, and analyzing from monologue videos.

Table 3.1.Test

No	Pronunciatiation					Grammar					Vocabulary					Fluency					Comprehension					Total
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	

Adapted from Brown (2004)

2. Semi-Structured Interview

The write makes several list questions for the students, which was to assess students' speaking ability by conducting a role-playing method with the students, namely practicing their speaking skills, by asking questions. In this case, aims to find out the obstacles and difficulties that often occur to students in speaking English so that in this interview students are trained and at the same time try to answer questions posed by researchers using a mixture of English and Indonesian. where the writer will make a list of questions for students. The items in the interview sheet are shown, in the table below:

Table 3.2. Semi-Structured Interview

No	Question
1.	Do you like English?
2.	What do you think about the teaching and learning process of English?
3.	How do you feel when you speak English?
4	Have you ever tried to practice speaking English?
5.	What do you often experience when you practice speaking English?
6.	In your opinion, what are the obstacles when speaking English in class?
7.	What makes you hesitate to speak English?
8.	During the process of learning English, has your teacher ever given you new vocabulary and asked you to memorize it and practice it in front of the class?
9.	When practicing speaking English, can you pronounce the word or sentence correctly?

Adapted fromTasmia (2019)

E. Method of Data Analysis

After the writer gets the data obtained from the field, the writer collects data and analyzes the results of the data, that has been obtained, namely by conducting observations and test. In this study, researchers obtained qualitative data to analyze the data by using qualitative descriptive analysis. The method of data analysis was important because it is part of a study to get a result of the data analysis.

There are several steps to analyze the data, as follows:

1. Test

    The process of meeting the oral test is done face-to-face, which is processed through being recorded, listened to, transcribed, and analyzed by the writer. In this test, the writer will analyze the video storytelling monologue from the students by listening, taking notes, and analyzing by the writer. To find out the results of the students' oral tests, the writer will analyze the data from the oral tests by taking notes, listening, copying, and analyzing, where the writers will give scores to students which are taken from five criteria, namely Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension. The writer adopted and adapted the five speech assessment criteria according to Brown (2004). Each criterion has a value, as follows:

Table 3.3 Criteria of Speaking Test

No	Criteria	Score				
		5	4	3	2	1
1.	Pronunciation	Excellent. The pronunciation canbe accepted bynativespeakers.	Very Well.There are rarely errors inpronunciation.	Good. Few errors in pronunciation, but does not affect the understanding of native speakers.	Enough. Pronunciation is often wrong, and accent is often unclear, sometimes difficult to understand.	Bad. Many errors in pronunciation and difficult to understand, because it happens often, although not too risky.
2.	Grammar	Excellent. Can use language very well according to level.	Very well. Be able to use good language accurately and according to level. in the use of language very rarely errors.	Good. In the mastery of grammar, is quite good because it can speak the language structurally, according to its level.	Enough. Able to use language with a fairly good construction basis and quite accurate, although a bit difficult to understand.	Bad. Very often an error occurs in the use of grammar, but it is a bit difficult to understand.
3.	Vocabulary	Excellent. Communicating or giving speeches at this level, can be accepted by native speakers because they have a wide	Very well. Able to understand conversations that are within reach, and has a good level of vocabulary.	Good. Can understand a speaker quite well, and have fairly good vocabulary of the language.	Enough. Able to speak with sufficient vocabulary, even if only a few words with convoluted words.	Bad. Able to speak, but with inadequate vocabulary, because the vocabulary ability is at a low level.

		vocabulary and idioms, as well as the ability to speak the language.				
4.	Fluency	Excellent. Have fluency in speaking the language, so it is acceptable and easy to understand.	Very well. Able to speak the language fluently at all levels.	Good. Able to speak fluently, despite having to sort out the words to be spoken.	Enough. Able to speak in a relaxed manner with self-confidence.	Bad. Less fluent in speaking due to lack of confidence and lack of vocabulary.
5.	Comprehension	Excellent. Easy to clearly understand a conversation or a topic.	Very well. Can understand a conversation and any topic in the environment.	Good. Able to speak fluently, despite having to sort out the words to be spoken.	Enough. Have a fairly good ability to summarize the essence of a conversation.	Bad. That has the very limited understanding ability, sometimes can understand by repeating the speech and questions that have been submitted.

To calculate the formula for speaking criteria, use the formula from
Sudjono (2004), as follows:

$$P = \frac{f}{n} \times 100\%$$

F = frequency

P = percentage

N = number of sample which is observed

2. Semi-Structured Interview

The writer uses semi-structured interviews to find out what problems and difficulties students face in speaking English. This data collection is done face-to-face with students with semi-structured interviews, where the writer will provide a list of questions and students will answer them using a mixture of English and Indonesian, which is to train students in speaking, because many students find it difficult when speaking the language. English directly, this makes the writer conduct semi-structured interviews face-to-face and do it casually, as long as students can understand what the researcher is asking.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes the results of the research and discussion about the purpose of this research that is to analyze the students' error in English speaking skills by using Role-Play method among the tenth grade students of MA Nurul Huda Warungpring. This chapter consists of findings and discussion.

A. Research Findings

This study aimed to analyze the students' error in English speaking skills by using Role-Play method in the tenth grade students of MA Nurul Huda Warungpring. To collect the data, the writer use speaking test and a semi-structured interview. In the process of gathering the data, there were ten students of tenth grade students in MA Nurul Huda Warungpring participated as the sample of this study. The data which collected from speaking test and a semi-structured interview will be explained in detail by the writer to answer the two research problems.

1. The Errors of Speaking English Skills Using The Role-Play Method made by The Students

In this study, the formulation of the first research problem was about the errors of speaking English skills using the Role-Play method made by the students. The following are some points related to the errors of speaking English skills using the Role-Play method made by the students. To collect the data, the writer gave some examples to students by

doing storytelling monologues, which aimed to make students maximize their storytelling using English. The writer analyzed the students by using monologue storytelling, which was assessed by five aspects of the criteria in speaking, namely: Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension.

Based on the tests conducted in the classroom, the writer found that the common of difficulties faced by the students were in the pronunciation, grammar, and vocabulary aspects. The following is a description of errors that are commonly made by students in speaking English:

1. Pronunciation

The students have difficulty in pronunciation because students lack practice in speaking in English, pronunciation difficulties are also caused by various things such as regional languages and influences in the social environment, therefore if students are accustomed to speaking in English, students will be familiar with pronunciation or pronunciation in English, because pronunciation in English is certainly different from Indonesian. Pronunciation in English is very important in speaking English because mistakes in pronouncing a vocabulary can cause misunderstandings when speaking English.

2. Grammar

Next, students feel less able in grammar, because in speaking English students also have to pay attention to the language, words, and the interlocutor they are facing, sometimes students are afraid of experiencing

mistakes in speaking English and the interlocutor they are facing does not understand what the student is talking about, because students are less able to string sentences into English.

3. Vocabulary

The students often have difficulty memorizing vocabulary, because most students are sometimes confused with the meaning of the vocabulary they want to talk about, often students use a dictionary or google translate to find out the meaning of the vocabulary they want to talk about in English, because in speaking English, students must also know what vocabulary will be discussed to the interlocutor, in order to support students in understanding what is being conveyed. Sometimes students also don't fully know how to use words in sentences, so students need help using google translate or a dictionary to help students put together a sentence.

As presented in Table 4.1 (Speaking Test Result) shows how the students' speaking test results are generated from the use of the Role-Play method.

Table 4.1

Speaking Test Result

No	Students	C1	C2	C3	C4	C5
1.	Student A	3	4	4	3	3
2.	Student B	4	4	3	4	4
3.	Student C	4	4	4	3	4
4.	Student D	3	3	4	3	3
5.	Student E	5	4	4	4	4
6.	Student F	3	2	3	3	4
7.	Student G	2	2	3	3	4
8.	Student H	5	4	3	5	4
9.	Student I	4	4	5	5	5
10.	Student J	5	5	4	5	4
	TOTAL	38	36	37	38	39

*C1 = Criteria 1 (Pronunciation)

*C2 = Criteria 2 (Grammar)

*C3 = Criteria 3 (Vocabulary)

*C4 = Criteria 4 (Fluency)

*C5 = Criteria 5 (Comprehension)

To clarify the description of the results of student tests related to the difficulties faced by students in speaking English after using the Role-Plays method, The writer presents the data into the following percentage:

Table 4.2

Percentage of Speaking Test

No	Criteria of Speaking Test	Percentage
1.	Pronunciation	20%
2.	Grammar	19%
3.	Vocabulary	20%
4.	Fluency	20%
5.	Comprehension	21%

Based on the percentage of speaking tests in Table 4.2. it shows that most of the MA Nurul Huda Warungpring students have fewer errors in speaking. The following is the percentage of students' speaking errors in speaking skills: Pronunciation (20%), Grammar (19%), Vocabulary (20%), Fluency (20%), and Comprehension (21%). This percentage shows that the lowest score in the speaking test is Grammar (19%), the number of students experiencing difficulties in terms of preparation in making a sentence, which is because students are afraid of making mistakes to make a sentence or word, sometimes it is often happened because of the lack of confidence of students also in speaking English.

Meanwhile, the highest score in the speaking test is Comprehension (21%), where students can understand a little in a sentence that will be discussed, although sometimes students need more understanding to understand what they want to say because students sometimes have difficulty understanding a sentence. sentences that they

think are foreign, but it is not too big a problem in speaking, because they can understand it step by step.

2. **The causes of errors that occur in students in speaking English at the tenth-grade students of MA Nurul Huda Warungpring**

In this study, the formulation of the next research problem is about the causes of students' error in speaking English, which students have problems such as students' lack of confidence in speaking English, fear of making mistakes, fear of listeners not understanding what students are saying, and many students who do not practice speaking English. Here are some points related to students' Problems in speaking English. The writer conducted a semi-structured interview by asking some questions about the students' problems in speaking English, where the writer examined the students through questions and did it alternately with the students.

Based on interviews conducted by the writer on students. It can be seen from how many students understand and like English. Many students only understand English from the lessons obtained by the teacher, because it is a must for students, but students are also less able to apply the lessons that have been obtained from the teacher. Some excerpts from semi-structured interview are presented by the writer as follows:

> *"I feel cool when I speak English and I like it, although sometimes I still have shortcomings in vocabulary and pronunciation and I still try to keep learning." (Student I)*

"I like English a little bit, because sometimes learning English is also fun, even though sometimes it feels difficult to understand." *(Student B)*

"I don't like English because it's lacking in vocabulary, it's hard to pronounce, and I'm afraid of putting together words in English." *(Student A)*

Based on interview excerpts from a student I, student B, and student A, some students like and don't like English because there are several factors. They said that sometimes learning English is fun, but students in learning English sometimes find it difficult because of factors in the speaking aspect criteria.

The following are follow-up questions about students' opinions on the learning process in English, which are to find out students' understanding of the English language. The following is an excerpt of a semi-structured interview:

"I try to understand what the teacher explains during the learning process, although sometimes the teacher uses English during the learning process." *(Student H)*

"I don't understand English quite well, because the teacher explains less clearly in English and it makes students less active in English lessons." *(Student D)*

Based on interview excerpts from student H and student D, students' understanding is seen from how active the teacher is in delivering explanations in the learning process because sometimes students have problems with the lack of communication with the teacher. Some of them

understand and do not understand what the teacher is saying, because sometimes the teacher conveys material using English, which can also affect students' understanding of English.

Further, students' opinions about what they experience when they speak English, where some students feel happy and some students feel less confident in their abilities. The following is an excerpt of a semi-structured interview:

> *"When I speak English, I feel nervous and lack confidence, for fear of being wrong in speaking English in public, due to a lack of vocabulary and pronunciation." (Student G)*

> *"I feel happy when I speak English because I want to continue my school with an English major, as well as practice my speaking skills in public or class."(Student J)*

Based on interview excerpts from student G and student J. When students speak English, they feel happy because they be able to do and some feel nervous because this is a natural thing. Sometimes when speaking English, they feel less confident and afraid to make mistakes in speaking English, which is due to a lack of vocabulary and difficulty in pronouncing.

Next, students' opinion about how much students practice to speak English, which is sometimes students are required to speak English, therefore the following is a semi-structured interview excerpt:

"When I try to speak English with friends, family, and private teachers, I find it difficult, but I try to practice speaking English." (Student C)

"I find it difficult when speaking English with my friends because sometimes I don't understand and understand what is being said." (Student B)

Based on interview excerpts from student C and student B, there are some students to try to speak English with people around their environment, although some students have difficulty talking to people around them, for fear that what is conveyed to others does not match what is being said.

Other students' opinions about how often students do exercises to speak English because there are some students' difficulties in speaking English. The following is a semi-structured interview excerpt:

"When I speak English, what I often experience is the difficulty of keeping up with the other person, and sometimes it makes me confused." (Student F)

"I feel nervous about the person I'm talking to because I'm afraid of making mistakes in speaking, but I'm happy because I've tried to practice and try to speak English." (Student I)

Based on interview excerpts from student F and student I, students have difficulty in speaking English with other people, because they are afraid of making mistakes, it is also difficult to keep up with their interlocutors, but students still try to learn and try to speak English even though it is difficult.

Furthermore, students' opinions about what barriers students experience when speaking English in class or in general. The following is a semi-structured interview excerpt:

"In my opinion, the obstacle I experienced was when I was nervous because I was embarrassed when I had to speak English and was afraid of being wrong in speaking English." (student I)

"When I speak English in front of the class, I need preparation to be able to maximize myself beforehand so that I can speak English quite well when speaking in front of the class." (student H)

Based on interview excerpts from student I and student H, students have some significant obstacles, which are commonly experienced by students and they also need preparation to prepare themselves in speaking English in public.

Next, students' opinions about what makes students hesitate in speaking English, which causes a lack of confidence in students. The following is a semi-structured interview excerpt:

"The thing that makes me doubtful is the concern that there will be errors in pronunciation, because, when I speak English, I am afraid that my interlocutor will not understand what I am talking about."(student A)

"I feel less confident with what I have because I am not good at English, which affects me to speak English." (student D)

Based on interview excerpts from student A and student D, students experience concerns that errors will occur in speaking English because students' lack of confidence also sometimes affects them.

And then, students' opinions about the students' learning process of English, which is whether the teacher provides supporting material to students, such as providing vocabulary and practicing students to speak English in front of the class. The following is a semi-structured interview excerpt:

> *"In learning English, the teacher can only give students assignments in lessons and not provide supporting materials such as vocabulary, where students can practice speaking English as well." (student B)*

Based on interview excerpts from student B, students only get lessons from the material and assignments given by the teacher during the learning process, because that also makes students monotonous and lacks variety in learning.

Next, students' opinions about how when students speak English, which is about students' pronunciation when speaking whether they feel good. The following is a semi-structured interview excerpt:

> *"I feel when I speak English it is by what I am talking about." (student J)*

"I feel when I speak English it's not good and clear because sometimes I'm still confused about the pronunciation." (student A)

Based on interview excerpts from student J and student A, some students said it was appropriate and not appropriate, because sometimes it becomes an obstacle for students in speaking English, therefore students sometimes speak carefully so that listeners can easily understand what is being said.

B. Discussion

This study focuses on students' mistakes in speaking English. The results of this study indicate that students have several errors that are quite influential in speaking English. To find out the students' mistakes in speaking English, the writer provides several explanations as follows to classify them.

First, the difficulties faced by students in speaking English after using the role-play method are pronunciation, grammar, and vocabulary that often occur in students, the difficulties faced by students that often occur are fear of mispronunciation, sentence making, and lack of vocabulary from students, most of them feel worried and embarrassed when speaking English, due to lack of vocabulary, therefore the researcher conducted a study by giving a storytelling monologue test using the role-play method to train students in speaking. English and find students' mistakes in speaking English. This is in line with research conducted by Afisa (2015) which revealed that Role-Play is a complete set of techniques in communicating by increasing language fluency, where role-playing is one method to teach speaking skills. Role-

41

playing can be a very effective tool if used in learning because it aims to increase student participation in class and promote learning in the theoretical knowledge of the language in practice, as well as improve student learning abilities. After all, it is very important in communicating to understand what you want to convey to the listener. Roleplay for students aims to improve students' skills in communicating, arguing, and being able to interpret or conclude a task (Zhang, 2010). The students have reinforcement in developing confidence in using English or a foreign language in the environment (Zhang, 2010; Duxbury and Ling, 2010; Asensio, 2015).

Furthermore, the problems of students in speaking English, many cases often occur in students who speak English, where there are several aspects of speaking that are often a problem for students in speaking, namely pronunciation, grammar, vocabulary, fluency, and understanding, in terms of That is what often becomes a problem for students, namely pronunciation, grammar, and vocabulary, often students experience lack of confidence in their ability to speak English, because some things make students rarely speak English, but by conducting interviews with students, researchers know more about what only problems faced by students in speaking English. This is in line with research conducted by Dea (2015) which revealed that sometimes in communicating there must be problems, where when students speak English there are several things that become student obstacles, this is influenced by students' self-confidence and other things, when doing students' communication found several problems such as students finding words they

did not understand, did not know how to use the right tenses, lack of vocabulary, and also found that students were not fluent in expressing the meanings they wanted to convey, Here are some problems faced by students in speaking English, namely lack of confidence, anxiety, shyness, nervousness, and worry in students, they face feelings that can affect students speaking English and become a problem for them, therefore by doing exercises using the role-play method can find out and measure how much students able to speak English and know the difficulties faced. In addition, Djamarah (2011) states that the difficulty of students in learning English is a situation where students are less than optimal in learning, causing various threats, obstacles, or learning disorders to students, therefore students are expected to always learn new things, although it sometimes makes students have difficulty because it will make students much better.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter concludes the study in two ways. The first presents conclusions and the second is suggestions. The conclusions and suggestions were briefly presented by the writer below.

A. Conclusions

Based on the discussion of the research findings in the previous chapter, it can be concluded as follows:

1. Students have difficulty in speaking English because some things often happen students have difficulty in pronunciation, grammar, and vocabulary, which often happens to students. In doing a speaking test, namely the storytelling monologue, it can be concluded that students who get the highest percentage are in the comprehension is 21% or seven students, while the lowest percentage is in the grammar, which is 19% or six students. In this case, the difficulties that often occur to students are experiencing worries and fears in speaking. speak English because they are less capable in various aspects, students are a little more able to understand what said in English, rather than making sentences and speaking, although sometimes some things make students less understanding, to minimize the difficulties faced by students, sometimes students use a dictionary to help the problems encountered, thereby

helping students to know the meaning of the vocabulary, as well as its pronunciation.

2. In speaking English, there are always obstacles faced by students to speak English, therefore there are several factors that make students experience problems in speaking, namely with students experiencing problems such as students lacking confidence in speaking English, afraid of being wrong, afraid of being wrong. listeners do not understand what students are saying, and many students do not practice speaking English for difficult reasons. In this case, there are several points related to the students' problems in speaking English because the writer conducted semi-structured interviews with students by asking some questions about the problems faced in speaking English, based on the interviews the writer did with students. This one can be seen from some students who understand and like English, but some students do not like English because they have difficulties which have been described above. Therefore, many students only can understand English from the lessons given by the teacher because it is a must for students, where students tend to pay more attention than practice speaking directly, this makes students passive and worried. This is too high because they feel unable to speak English, which students continue to feel unable to do before trying to speak English.

B. Suggestion

After getting the results of this research, the writer would like to give some suggestions. In the first findings, using a test, this needs to be investigated further and considered again, so that we can find out more about other problems that are often faced by students after doing the test and the next researchers may be able to take more samples to get more data, even though the researcher already knows the problems that are often faced by students. In addition, for further researchers, it is also necessary to evaluate teachers and students to provide solutions and find out the problems that students will often face in the future.

In the second findings, using semi-structured interviews, this also needs to be considered, because the research is not only finding out what difficulties students face in speaking English but at the same time training students to speak in English, for future researchers it may be possible to can coordinate with the teacher to find out the progress of students in English, to get better results and examine student problems more and more deeply. Furthermore, students' understanding can also be explored where students have deep problems in language.

BIBLIOGRAPHY

Afdillah, Noor Muhammad. 2015. "The Effectiveness of Role-Play in Teaching Speaking". A Thesis. Jakarta: Syarif Hidayatullah State Islamic University.

Afisa, Sheila Yolanda Pradya. 2015. "The Students' Difficulties in Speaking at The Tenth Grade of SMA Negeri 1 Sine in 2014/2015 Academic Year". Publication Article. Surakarta: Muhammadiyah University.

Altun, Mustafa. 2015. "Using Role-Play Activities to Develop Speaking Skills: A Case in the Language Classroom". *International Journal of Social Science & Educational Studies*. Volume 1, Nomor 4. June 2015. Halaman 27-33.

Ambarini, Ririn. 2016. "The Effectiveness of Communication Purpose Based Approach to Improve Speaking Skills in EAP Setting: A Case Study". *ELT-Lectura Journal*. Volume 3, Nomor 2. Agustus 2016. Halaman 1-7. https://doi.org/10.31849/elt-lectura.v3i2.477

Ardini, S.N. (2019). "Foreign Language Beliefs and Behaviors of English Speaking Communities". *ETERNAL (English Teaching Journal)*. Volume 10, Nomor 2. February 2019.

Arifin, Efi Lutfiyah. 2021. "Application of Role-Playing Techniques in Improving the Speaking Ability of Students". *Indonesian Journal of Learning and Instruction*.Volume 4, Nomor 1. April 2021. Halaman 29-40.

Ayu, Siti Ratna. 2018. "An Analysis of The Students' Problem in Learning Speaking at The First Semester of The Eleventh Grade Students of SMKN 6

Bandar lampung in Academic Year 2018". A Thesis. Lampung: State Islamic University Raden Intan.

Dayat. 2017. "Analysis on English Speaking Performance: Exploring Students' Errors and The Causes". *Journal of Education, Teaching and Learning*. Volume 2, Number 1. March 2017. Halaman 71-74.

Fadhila, Hawa. 2013. "Errors in Speaking English Made by Students of English Department of Muhammadiyah University of Surakarta". Publication Article. Surakarta: Muhammadiyah University.

Fitasari, Yeni, Murti Ayu Wijayanti, Rosmania Rima. 2020. "An Analysis of Speaking Learning Strategies of EFL Learners in University of Sultan Agung Tirtayasa". *AISELT Journal*. Volume 4, Nomor 4. Halaman 273-282.

Fitriani, Aries Dea, RahayuApriliaswati, Wardah. 2015. "A Study on Students English Speaking Problems in Speaking Performance". *Jurnal Pendidikan dan Pembelajaran Untan*. Volume 4, Number 9. Halaman 2-13.

Heriansyah, Hendra. 2012. "Speaking Problems Faced by The English Department Students of Syiah Kuala University". *Lingua Didaktika Journal*.Volume 6, Nomor 1. Desember 2012. Halaman 37-44.

Kiftiah, Siti. 2014. "Improving the Second Year Students' Speaking Ability by Using Strip Story Technique (A Class Action Research of SMPN 27 Makassar)". A Thesis. Makassar: Alaudin State Islamic University.

Kurniati, Azlina, Eliwarti, Novitri. 2015. "A Study on The Speaking Ability of Secon Year Students of SMK Telkom Pekanbaru". *Jurnal Online Mahasiswa*

Fakultas Keguruan dan Ilmu Pendidikan. Volume 2, Nomor 2. Halaman 1-13.

Lestari, Fifa, FitriAndiniSridatun. 2020. "An Analysis of Students Speaking Skill Using Role-Play Method". *Professional Journal of English Education. Volume 3*, Nomor 1. Halaman 114-119.

Madani. 2019. "Authentic Assesment of Speaking Skills in EFL Class". A Thesis. Bengkulu: State Institute of Islamic Studies.

Oradee, Thanyalak. 2012. "Developing Speaking Skills Using Three Communication Activities (Discussion, Problem-Solving, and Role-Playing)". *International Journal of Social Science and Humanity*. Volume 2, Nomor 6. November 2012.

Rahayu, Natalia. 2015. "An Analysis of Students Problems in Speaking English Daily Language Program at Husnul Khotimah Islamic Boarding School". A Thesis. Cirebon: Syekh Nurjati State Islamic Institute.

Sari, Ambar. 2019. "Error Analysis in Using Present Perfect Tense of Students at The Second Semester of The Tenth Grade at SMA N 1 Kelumbayan Barat in The Academic Year of 2018/2019". A Thesis. Lampung: The State Islamic University of Raden Intan.

Sari, Novita. 2020. "An Analysis of Students Error in Speaking Skill at State Senior High School 12 Pekanbaru". A Thesis. Pekanbaru: State Islamic University of Sultan Syarif Kasim.

Shabrina, A. N., & Ardini, S. N. (2019). "Ber-English Ria English Speaking Community: Politeness Used". *E-Structural (English Studies on Translation, Culture, Literature, and Linguistics).* Volume 2, Nomor 1. Halaman 1-16.

Suryani, Lilis. 2015. "The Effectiveness of Role Play in Teaching Speaking". *ELTIN Journal*. Volume 3, Nomor 2, October 2015, Halaman 106-109.

Suwandi, Taufiqulloh. 2009. "Designing Speaking Test". *Explanasi Journal*. Volume 4, Nomor 8. Oktober 2009. Halaman 183-191.

Tasmia. 2019. "Students' Problems in Speaking English at Eight Grade of RiyadhulAmien Islamic Boarding Junior High School Muaro Jambi". A Thesis. Jambi: The State Islamic University of Sulthan Thaha Saifudin.

Widyasworo, Catur. 2019. "Students' Difficulties in Speaking English at the Tenth Grade of Sekolah Menengah Kejuruan". *Journal of English Education and Teaching (JEET)*. Volume 3, Number 4. December 2019. Halaman 533-538.

APPENDICES

FAKULTAS PENDIDIKAN BAHASA DAN SENI

Program Studi
- Pendidikan Bahasa dan Sastra Indonesia
- Pendidikan Bahasa Inggris
- Pendidikan Bahasa dan Sastra Daerah

Alamat
Jalan Gajah Raya Nomor 40
Telepon (024) 8316377 – Faksimile (024) 8448217
Semarang - 50125

Nomor   : 142/IP/FPBS/X/2021

Semarang, 13 Oktober 2021

Lampiran : 1 (satu) berkas

Perihal   : **Permohonan izin penelitian**

Yth. Kepala MA Nurul Huda Warungpring
di Pemalang

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a   : Anis Ardiana Mumtaza
N P M   : 17420092
Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

The Analysis Of Students' Error In English Speaking Skills Using Role-Play
Method Among The Tenth Grade Students Of MA Nurul Huda Warungpring
Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan
memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.

Dekan,

Dr. Asropah, M.Pd.
NPP 936601104

YAYASAN PENDIDIKAN ISLAM (YPI) NURUL HUDA
MADRASAH ALIYAH (MA) "NURUL HUDA"
TERAKREDITASI "A"
e-mail : ma_mereng@yahoo.com atau www.manhumer1.sch.id

Jl. H. A. Karim No. 10 Ds Mereng, Kec. Warungpring, Kab. Pemalang, Jawa Tengah Kodepos 52358 O: (0284) 3281224

SURAT KETERANGAN
Nomor : 033/MA.NH/S.Ket.03/X/2021

Yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah (MA) Nurul Huda Mereng, menerangakan dengan sesungguhnya bahwa:

Nama	:	DZUL FAHMI MARJOHAN, S.Pd., M.Pd.I
Jabatan	:	Kepala Madrasah
NIP	:	198009182007101001
Nama Madrasah	:	MA. Nurul Huda Mereng

Menerangkan dengan sebenarnya bahwa:

Nama	:	ANIS ARDIANA MUMTAZA
N P M	:	17420092
Fak. / Program Studi	:	FPBS / Pendidikan Bahasa Inggris

Yang bersangkutan telah melaksanakan Penelitian di Madrasah Aliyah (MA) Nurul Huda Mereng, pada tanggal 18 – 01 November 2021, dalam rangka melengkapi penyusunan skripsi yang berjudul :

"The Analysis Of Students' Error In English Speaking Skill Using Role-Play Method Among The Tenth Grade Students Of MA. Nurul Huda Warungpring".

Demikian keterangan ini dibuat, untuk diketahui dan dipergunakan sebagaimana mestinya.

Warungpring, 02 November 2021
Kepala Madrasah,

Dzul Fahmi Marjohan, S.Pd., M.Pd.I
NIP. 198009182007101001

KARTU BIMBINGAN FINAL PROJECT

MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Anis Ardiana Mumtaza

NPM : 17420092

FAKULTAS/PRODI : FPBS/Pendidikan Bahasa Inggris.

DOSEN PEMBIMBING I : Ririn Ambarini, S. Pd., M. Hum.

DOSEN PEMBIMBING II : Sukma Nur Ardini, S.S., M. Pd.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING I
1	Kamis, 11 Februari 2021	Judul dan Outline	
2	Kamis, 8 April 2021	- Revisi Judul dan outline. - menjelaskan outline pada	
3	Jum'at, 16 April 2021	- Acc Judul - Menjelaskan outline	
4	Jum'at, 23 April 2021	- Proposal Bab 1 & menjelaskan - Revisi bagian Reason, statement dan objective of the study.	
5	Jum'at, 14 Mei 2021	- Revisi bagian Reason dan objective of the study - kebalik antara objectiv & reason.	
6	Senin, 25 Mei 2021	- Acc proposal bab 1 - bimbingan BAB 2 - Menjelaskan isi bab 2	
7	Kamis, 3 Juni 2021	- Revisi bab 2, bagian previous study dan related literature	
8	Jum'at, 2 Juli 2021	- Penambahan revisi bagian types of speaking skill activities dan tahun.	
9	Jum'at, 9 Juli 2021	- Revisi tahun pada bagian BAB 2, min 10 tahun sebelumnya - Penambahan isi pada Bab 2	
10	Jum'at, 23 Juli 2021	- Acc proposal bab 1 2 - bimbingan BAB 3 - menjelaskan isi Bab 3	

54

KARTU BIMBINGAN FINAL PROJECT

MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA   : Anis Ardiana Mumtaza

NPM   : 17420092

FAKULTAS/PRODI   : FPBS/Pendidikan Bahasa Inggris

DOSEN PEMBIMBING I   : Ririn Ambarini, S. Pd., M. Hum.

DOSEN PEMBIMBING II   : Sukma Nur Ardini, S.S., M. Pd.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING I
11	Jum'at , 6 Agustus 2021	- Revisi bagian instrumen dan data colection menggunakan apa - lebih dijelaskan lebih detail lagi.	
12	Jum'at , 20 Agustus 2021	- revisi Instrumen - (buat instrument penelitian). - data analysis (formulanya dijelaskan lebih rinci).	
13	Rabu, 3 September 2021	- Menjelaskan ulang isi dari bab 3 dan tanda tangan - Acc proposal bab 3 & tambahan.	
14	Selasa, 7 September 2021	- penambahan instrumen bagian observation dan Acc.	
15	Senin, 15 November 2021	- Bimbingan BAB 1 - 5 - Revisi bagian statement & findings.	
16	Senin, 22 November 2021	- Revisi BAB 4 (Penambahan isi dari bagian bab 4 - Revisi Discussion -	
17	Selasa, 30 November 2021	- REVISI Discussion. - Menjelaskan isi dari bab 4	
18	Rabu, 8 Desember 2021	- Menjelaskan isi dari bab 5 - Revisi suggestion	
19	Jum'at , 17 Desember 2021	ACC SKRIPSI BAB 1 - 5	
20			

55

KARTU BIMBINGAN FINAL PROJECT

MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Anis Ardiana Mumtaza

NPM : 17420092

FAKULTAS/PRODI : FPBS / Pendidikan Bahasa Inggris

DOSEN PEMBIMBING I : Ririn Ambarini, S. Pd., M. Hum.

DOSEN PEMBIMBING II : Sukma Nur Ardini, S.S., M. Pd.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING 2
1	Sabtu, 6 Maret 2021	-Bimbingan Judul skripsi dan outline. -Perbanyak artikel pendukung & kata harus jelas	
2	Sabtu, 25 September 2021	Revisi proposal Bab 1-3	
3	Sabtu, 9 Oktober 2021	Revisi proposal Bab 1-3 writing organization is messed up?	
4	Selasa, 12 Oktober 2021	Acc proposal	
5	Senin, 29 November 2021	-Bimbingan Bab 4-5 -Revisi Bab 4-5	
6	Kamis, 16 November 2021	-Bimbingan Revisi Bab 4-5 -penambahan isi pada bab 4	
7	Rabu, 22 Desember 2021	Revisi kelengkapan Skripsi dan Abstrac skripsi	
8	Senin, 10 Januari 2022	ACC SKRIPSI	
9			
10			

LIST OF PARTICIPANTS (STUDENTS)

at MA NURUL HUDA WARUNGPRING

No	Students' Name	Gender
1.	Muhammad Rayhan	Male
2.	Aulia Nur F	Female
3.	Naili Marzukoh	Female
4.	Naili Adkiya	Female
5.	Afni Earliyani	Female
6.	Ulya Zahra	Female
7.	Naili EkaWardah Diah	Female
8.	Ika Indrisari	Female
9.	Sofi Astuti	Female
10.	Wardah Diah	Female

BERITA ACARA UJIAN SKRIPSI

Pada hari ini Jumat 04 Maret 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama : Dr. Asropah, M.Pd.
   Jabatan : Ketua

2. Nama : Dr. Jafar Sodiq, S.Pd, M.Pd.
   Jabatan : Sekretaris

3. Nama : Ririn Ambarini, S.Pd., M.Hum.
   Jabatan : Anggota (Penguji I)

4. Nama : Dr. Sukma Nur Ardini, SS.,M.Pd
   Jabatan : Anggota (Penguji II)

5. Nama : Laily Nur Affini, S.Pd., M.Hum
   Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama	: Anis Ardiana Mumtaza	Fakultas	: FPBS
N.P.M	: 17420092	Program Studi	: Pendidikan Bahasa Inggris
		Program Pendidikan	: Strata 1

Judul Skripsi :

THE ANALYSIS OF STUDENTS' ERROR IN ENGLISH SPEAKING SKILLS USING ROLE-PLAY METHOD
AMONG THE TENTH GRADE STUDENTS OF MA NURUL HUDA WARUNGPRING .

Nilai

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,

Dr. Asropah, M.Pd.

Penguji I,

Ririn Ambarini, S.Pd., M.Hum.

Sekretaris,

Dr. Jafar Sodiq, S.Pd, M.Pd.

Penguji II,

Dr. Sukma Nur Ardini, SS.,M.Pd

Penguji III,

Laily Nur Affini, S.Pd., M.Hum

Mengetahui,
Dekan

Dr. Asropah, M.Pd.
NPP/NIP 936601104

58

DOCUMENTS OF RESEARCH

1.Test

2. Semi-Structured Interview