The Analysis of Students' Error in English Speaking Skills Using Role-Play Method Among The Tenth Grade Students of MA Nurul Huda Warung Pring

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Abstract

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 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.

Keywords: speaking error, role-play method

Introduction

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 explores the 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. According to 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 componen ts that include: grammar, vocabulary, phonology, and graphology.

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.

Oxford (1990) 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 Nunan (1999), a very important and influential thing on students is a lack of self-confidence and fear when communicating using English.

Literature Review

Concept 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).

Brown and Abeywickrama (2010) suggest that before conducting a speaking assessment, there are several basic things that are explained in speaking assessment, namely: Intensively, Imitiative, Responsive, Interactive, Extensive. In speaking assessment of the students, 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.

Concept 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). 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.

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).

Method

This research uses descriptive qualitative research which refers to research that describes a phenomenon, before conducting research it is necessary to carry out a planning process that can assist researchers in collecting and analyzing data. Qualitative research is a process that aims to build a good and clear picture of a society which is a human behavior that occurs in everyday life, by analyzing what it learns. The population in this study amounted to 10 students, where this research was conducted specifically for students of class X IPA-1 MA Nurul Huda Warungpring. In conducting this study, the writers used semi-structured tests and interviews to collect data. This test aims to collect data on students who can do the assignments given by the writer, namely with students who tell stories about legends using role-play, namely monologues that train students' English skills and the writer can also find out what mistakes were made. In the use of role-playing, this is one strategy that can be done to carry out the learning process, where students can use the role-play method to measure their English skills because in using this method students can improvise, in which the writers assess students' tests using five aspects in speaking, namely: Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension.

To collect data the writer gave a test to students by telling a story about a legend using the role-play method where monologues were useful for students to try to speak English, the writer would give a legend story to all students with the same title, where students would do a storytelling monologue with the same title. individually record videos with what they tell. Then, the video will be sent via Youtube or G-drive, where later the writer will collect data that has been obtained from students by listening, copying, and analyzing the monologue video. In this case, students and researchers can also understand the mistakes or difficulties that often occur in students speaking English. Further research by conducting semi-structured interviews, in this case, the teacher asked some questions to students about what difficulties students face in speaking. The semi-structured interview is an instrument in data collection that involves direct verbal interaction between individuals. In addition, the writer also made a list of questions for students, namely to assess students' speaking skills by doing the role-playing method with students, namely practicing their speaking skills by asking several questions. In this case, it aims to find out the obstacles and difficulties that often occur in 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.

Finding and Discussion

Findings

The results of the research and discussion of the purpose of this study to analyze students' errors in speaking English skills using the Role-Play method in class X MA Nurul Huda Warungpring students. In collecting data, the writer used a speaking test and semi-structured interviews. The data collected from the speaking test and semi-structured interview will be explained in detail by the writer to answer two research problems.

Errors in English Speaking Skills Using the Role-Play Method by Students

To collect data, the writer gives some examples to students by conducting a storytelling monologue, which aims to make students maximize their storytelling using English. The writer analyzed the students using monologue stories, which were assessed by five criteria aspects in speaking, namely: Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension. Based on the tests conducted in the classroom, the writer found that the common difficulties faced by students were in the aspects of pronunciation, grammar, and vocabulary. The following is a description of the mistakes that students usually make in speaking English:

1. Pronunciation

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.

2. Grammar

Furthermore, students feel less capable in grammar, because in speaking English students also have to pay attention to the language, words, and interlocutors they face, sometimes students are afraid of making mistakes in speaking English and the interlocutors they face do not understand what students are talking about because students are less able to assemble sentences into English.

3. Vocabulary

The students often have difficulty in 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 English.

The following are the results of the Speaking Test which shows how the students' speaking test results are produced from research using the Role-Play method.

Table 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

		C1	C2	C3	C4	C5
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

Source: (Brown 2004)

*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 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%

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

In 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. 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.

Discussion

This research 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-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.

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.

Conclusion

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 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.

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