

## VOCABULARY ERROR ANALYSIS ON SPEAKING PERFORMANCE IN DESCRIPTIVE TEXT

Brenda Khanadi

English Language Education, Universitas Pendidikan Ganesha

e-mail: [brendakhanadi19@gmail.com](mailto:brendakhanadi19@gmail.com)

### Abstract

This qualitative research aim a) investigating the kind of vocabulary error omitted in students' speaking performance. b). investigating the source of error on students' speaking performance. The study used observation checklist and interview guide to gain type and source of error omitted by the students in performing a descriptive text. The sample of the study were 30 students in VII A1 grade students of SMP Negeri 4 Singaraja in academic year 2019/2020 through purposive sampling. The data were collected using four stages in procedure of data collection. The result showed 24 from 30 students omitted vocabulary error. There are 42.86% omission error, 25.71% addition error, 17.14% misformation error, and 14.29% misordering error with interlingual source of error 39.13% and intralingual source error 60.87%.

**Keywords:** speaking performance, descriptive, vocabulary error, source of error

### INTRODUCTION

Nowadays, education in language learning still have essential rule to be used in communication with other people from many countries. Language have purposes as intercessor in developing communicative quality. In Indonesia context, English is considered as the first foreign language. English is known as a wide world language in all over the world taught in Indonesia school from elementary until university level. There are four dimensions in learning English skills include listening, reading, speaking and writing. Those skills divided into two levels of learning English, the receptive skills consist of listening and reading, whereas the production skills involve speaking and writing (Sadiku, 2015). On the other hand, the four skills are not learned separately. These are important for students to mastery the four language skills (Ilmu, 2019).

In term of teaching speaking skill, the teachers need to pay attention on the purpose of speaking. In basic, the purpose of speaking is to make students able to express their ideas, opinion, arguments and perspective to the audiences communicatively, so other people can understand clearly the message [Haozhang (1997) in Al Hosni (2014)]. Through communication, students are able to show their competences as a good speaker. Therefore, mastering speaking skill is prominent.

Nonetheless, speaking itself influences other skills called as micro skills. These micro skills include: students' pronunciation, structure in using the language or grammatical part, the fluency in using spoken English, word power as vocabulary, and the content in specific topic of area (Joni, Nitiasih & Artini, 2017). Burns (2019) also agrees that components in speaking as second language are able to pronounce the language, knowing the grammar, structure, and vocabulary of the language. Therefore, speaking skill is considered as a complex skill that influence certain components to be

able to use the language. Every students should have ability to use the components to produce the language.

Furthermore, many English Foreign Language learners are not capable to use the language fluently and accurately in communication context. They tend to have low performance in communicating their works in front of the class that watch by other people. It is become a popular issue in language teaching in these recent years. Chomsky (1969), in Bashir, Azeem, & Dogar (2011), states that vocabulary becomes as the essential case in language leaning. However, vocabulary is a stage to produce phrases into sentences. He states that mastering new vocabulary related to the language need in using the target language. It was also added about having good vocabulary enable students communicate with others.

Every students should have good vocabulary mastery in order to speak the target language effectively. Learning vocabulary involves how the words are pronounced, how words are spelled, and the meaning of the word are used in context (Rohmatillah, 2014). Furthermore, vocabulary is a prominent part in forming the successful and complete spoken texts (Alqahtani, 2015). Therefore, vocabulary is defined as number of words that important to be able to use the target language in communication, expressing ideas, describing speakers' thought in specific meaning.

There are several researches related to communication skill have been carried out. The lack of vocabulary that the students have, lead them in committed vocabulary error (Amin, 2014). These were done because the students are not mastering types of vocabulary. According to Wishon & Burks (1980), in Ilmu (2019), the types of error: "nouns, possessive form of nouns, numerals, articles and their use, adjectives and adverb, connectors, prepositions, and verbs". Based on the error types, students are not aware with those vocabulary types. Fadhila (2013) conducted a research in speaking that aimed at described the frequency and dominant error, and the source of error of English department college students. The result showed that the dominant error was in speech error, grammatical error, and frequency in lexical error. Another study conducted by Gopur (2008) in pronunciation error, structures error, vocabulary error, fluency error and comprehension error. His study showed that the highest error made by students is in pronunciation (92%). However, (72%) students omitted error in structure, (24%) students made error in vocabulary, (32%) students made error in fluency, and (24%) students omitted error in comprehension. Paltz (1994) conducted his research of word error in speaking on human and machine. The result showed that word error performed in sentences and mostly appeared in non-native speakers. Therefore, this research is considered to investigate the vocabulary error and source of error omitted to students speaking performance.

However, in the real context, based on preliminary observation and interview most of students in VII grade of Junior High School in Singaraja, made mistakes that tend them to make error in speaking. The students did not know well about the use of those types vocabulary in language learning. Those are related to speaking problems faced by Indonesia students in learning English (Gunawan & Humaera, 2017). There are causes related to learners itself, strategies used by the teacher, educational curriculum and the environment when the learning process involved (Al Hosni, 2014). Besides, the others difficulties are related to speaking competency and all the components in speaking. In speaking components, there are important skills such as knowledge, attitudes, and behaviors.

Therefore, this research conducted in SMP Negeri 4 Singaraja that has problem in mastering vocabulary. It was based on pre-observation done in first semester of VII A1 grade students. The students had low competency in speaking performance especially to their vocabulary mastery. That occurred because of several problems face by students, likely limited vocabulary, having no ideas that intended them to be a passive learners, do not know how to use appropriate words, and confused on arranging words into sentences. From the reasons, the students intended produce an error vocabulary in language learning. Therefore, analyzing kind of vocabulary error make by students and investigating the source of the error in speaking performance are significant to be conducted. In the research conducted by Scales (2011), it was found that lack of vocabulary knowledge and slow of vocabularies development are emphasized in speaking problem. In supporting Scales's statement, Fauziati (2017) concluded that native language and target language have relation due to students language system. For example, Indonesian and English language have problem especially in vocabulary and grammar in teaching the language.

In learning speaking English especially descriptive text, it cannot be avoided that VII A1 grade students of SMP Negeri 4 Singaraja in academic year 2019/2020 made errors in their speaking performance. SMP Negeri 4 Singaraja is the only junior high school in Babakan. Besides, SMP Negeri 4 Singaraja is national school that have national achievement in English Olympiad. Furthermore, this school has already used Curriculum 2013 as the current curriculum to be implemented. However, there was a problem found that the students are low in speaking performance because they are low in vocabulary mastery. Based on students' speaking performance task, they still made errors in vocabulary.

Based on the explanations above, VII A1 grade students was chosen as the subjects in this research. They have been learning English for 3 years. Based on the interview, the VII A1 grade students had learned about descriptive text and speaking performance. The teacher said that VII A1 was the class that had high score and competency in speaking performance. Therefore, the researcher wanted to analysis and investigated the vocabulary error and source of the error in speaking performance of descriptive text.

## **METHOD**

In this study, qualitative research was implemented. According to Nilamsari (2014) qualitative research is a complex designs and methods of data analysis guided by the philosophical assumptions of qualitative inquiry to understand complex phenomenon and the multiple experiences in reality by the participants themselves from inside perspectives. According to Francisco (2013), descriptive qualitative research is a holistic approach that involves discovery and described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences. In this study, the researcher forms all of the data into descriptive conclusion as the result of the study.

This study was conducted in SMP Negeri 4 Singaraja. The school is located in Buleleng regency, on Jl. Srikandi. Singaraja. Through observation, the researcher found vocabulary error omitted in speaking class activities especially on their vocabulary. From that reason, the researcher would like to have deep study about the error made by students' speaking to answer the research questions. This research used purposive sampling to get data. According to Sugiyono (2015) purposive sampling is a technique

of getting the data with specific consideration based on researcher need in conducting the research. Therefore, the object of this research are vocabulary error and speaking problem that exists among VII A1 Junior High School students at SMP Negeri 4 Singaraja. Source of error in vocabulary and speaking problem that faced by the students affect their achievement in learning process.

This research used three instruments namely: researcher, observation checklist, and interview guide. Then, the data were collected through student observation checklist and interview. Those two instruments were used in order to gain the data about type of vocabulary error and source of error. The result were transcribed in the form of written descriptive.

## FINDINGS AND DISCUSSION

In this part, the research questions are answered. The first research question was the students' vocabulary error in descriptive text on students' speaking performance divided into four type of error, namely omission, addition, misformation and misordering. While the second research question was the source of error based on students' vocabulary error into two kind source of error, namely interlingual error and intralingual error. The researcher classified students' error using Wishon & burks's theory. The source of error are divided into two types: interlingual error and intralingual error.

Tabel 1. The Distribution of Types Vocabulary Errors

No	Types of Vocabulary Error	f	Percentage
1.	Omission	15	42.86%
2.	Addition	9	25.71%
3.	Misformation	6	17.14%
4.	Misordering	5	14.29%
<b>Total</b>		<b>35</b>	<b>100%</b>

From table 1., it can be said that from the recapitulation of types vocabulary errors in students speaking performance the highest result is 42.86% in omission type of vocabulary error. The second rank is 25.71% in addition type of vocabulary error. The third rank is 17.14% in misformation type of vocabulary error and the lowest result is 14.29% in misordering type of vocabulary error.

Tabel 2. The Distribution Types of Vocabulary Errors in Students' Speaking Performance

No	The Types of Error	f	Percentage
1.	Adjective	1	2.86%
2.	Verb Tense	11	31.43%
3.	Conjunction	3	8.57%
4.	Noun-Plural	4	11.43%
5.	Linking Verb	5	14.28%
6.	Preposition	7	20%
7.	Incorrect of Noun	4	11.43%
<b>Total</b>		<b>35</b>	<b>100%</b>

From table 2., it can be stated that the error of verb tense with 11-frequency error (31.43%) is in the first place. The second place is preposition error with 7-frequency error (20%). The third position is linking verb with 5-frequency error and the percentage is (14.28%). The fourth is noun-plural as well as incorrect of noun with 11.43% percentage. The fifth is conjunction with 3 error (8.57%). Then, the sixth as the last position is adjective with 1 error of (2.86%).

Table 3. The Distribution Source of Error

No	Source of Error Types	f	Percentage
1.	Interlingual Error	9	39.13%
2.	Intralingual Error	14	60.87%
<b>Total</b>		<b>23</b>	<b>100%</b>

Based on table 3., there are 14 frequency of Intralingual error omitted in students' work that classified as the highest result with 60.87% percentage. While, the result came from Interlingual error with 9 frequency and 39.13% percentage. On the other hand, there are 23-frequency source of error from 30 students as the subject. The finding of each error distributed as follow:

1. Verb tense is the highest percentage 31.43% with 2 types of vocabulary error. This error omitted in omission and misformation vocabulary error. The source of verb tense is 9 students are because of Intralingual error and 2 students are Interlingual error.
2. Preposition is 20% percent of error, which appeared on 3 types of vocabulary error. It was distributed in addition type with 3 errors, misformation type with 3 errors, and misordering with 1 error. The source of preposition error is 2 Interlingual error and a 1 Intralingual error in addition type of error. Then, 2 Intralingual and 1 Interlingual source of error raised in misformation. The last is misordering with 1 Intralingual source of error.
3. Linking Verb is 14.28% percentage with 5 errors and appeared in 2 types of error. The source of error distributed in addition error with 3 Interlingual error and 2 Intralingual error in misformation type of vocabulary error.
4. Noun-plural is 11.43% with 2 types of error. It appeared in omission error with 1 Interlingual and 1 Intralingual source of error. Then, 2 Interlingual source error in addition type of error.
5. Incorrect of noun occurred in 2 types of error with 11.43%. There are misformation type of vocabulary error with 1 Intralingual source of error and misordering type of error with 2 Intralingual, 1 Interlingual source of error.
6. Conjunction is 8.57% percentage with 3 error. It only appeared in omission type of error. The source are 2 Intralingual error and 1 Interlingual error.
7. Adjective have 1 error with 2.86% percentage. This error omitted in student work who make misordering error. The source is Intralingual error.

Speaking tends to be difficult skill in learning English. Most of English foreign language learners make error and mistake in speaking lesson. There are many factors influencing error, mistake and problem faced by students. For that reason, there should be exertion in helping and facilitate learning English processes. Conducting research study is part of aiding speaking skill such as analyzing errors and identify the source of

error. Therefore, this study tried to investigate deeply reasons and types of error occur in speaking descriptive text at junior high school level. This study used 30 students as the subject that asked to perform a simple descriptive text about favorite thing. The data were analyzed based on qualitative research interactively and continuously. Research finding shows that the highest position of error made by students is omission type of vocabulary error, the next is addition error, the third place is misformation and the lowest is misordering error in speaking. According to source of error, the researcher found that the highest position is intralingual error with 14 error (60.87%) and the lowest position is interlingual error with 9 error (39.13%).

Fitriani & Zulkarnain (2019) state speaking performance should be improved in order to achieve target language goal. The study tried to find out students' error in speaking performance that analysis the pronunciation, structure, vocabulary and fluency. It stated that errors that mostly appeared were pronunciation and grammar error. However, the reason show that L1 interference was the source error from those dominant errors done by the students.

The most common error made by students in the study was pronunciation and grammar error, which accordance with the result of previous studies conducted by Fauziati (2017). This study found lexical and grammatical error were influenced students' production. Then, the causes of the errors were students' limited knowledge of their target language and strategies used in learning was false. The result of other study, by Tokoz-goktepe (2014), found that 9th grade students faced problem in limited vocabulary, challenge with pronunciation, which became the main issue on grammar structure and vocabulary knowledge. The issue raised as the reasons from low target language understanding, low of content knowledge, and method used in classroom activities.

Speaking commonly known as a skill that need more effort to learn that the same with other three more language skill. It is in order to master the target language. The finding of Ilmu (2019b) showed 30 students of the subject highly made error in capitalization with 60 errors (14.67%), and lowest is sentence with 3 error (0.73%). Then, based on source of the error, this research found highest in transfer between language with 172 errors and lowest position is communication strategy with 49 errors. While the results of research conducted by Manik & Purba (2017) that there were four classification of errors, namely grammatical, syntactic, substance and lexical errors. There were several errors found in compositions and word order.

## CONCLUSION AND SUGGESTION

The research found that students in VII A1 grade of SMP Negeri 4 Singaraja academic year 2019/2020 made 4 types of vocabulary error in speaking performance of descriptive text. The mostly error omitted by the students was omission type. While, the lowest error appeared was misordering type of vocabulary error. Through the use of the instruments, the second and the third rank of the result did not had highly different. It showed the different 8.57% relatively small with the highest and the lowest results. Therefore, it was believed that VII A1 grade students of SMP Negeri 4 Singaraja academic year 2019/2020 need to be taught more the basic elements in producing sentences and paid attention more to the structure of descriptive text.

In term of source of error, the result based on students' speaking performance, the most reasons leaning towards Intralingual error. Therefore, more than 50% percentage of the subject who made error directed their reasons on omitted the vocabulary error as the fact of Intralingual side. Then, the rest of the students (39%) who made error reason showed that they had Interlingual source of error. Thus, through interview, the research concluded that the students answered it deeply. Finally, it clearly showed that students' speaking performance about descriptive text was affected the students in omitted the error and influence the source of error that need to be improved.

From the result, it can be suggested that classroom learning process was recommended to have more varieties activities and materials that the outline fully involved the students. It aims to make the students understand well the teaching materials. The varieties of learning materials and activities is expected to improve vocabulary error made by the students and able to be focused and to know the meaning of each materials. The students need to have mind-set change about learning English is not fun, not challenging, not important, not exciting, and feel it difficult. In the manner of positive set up of their mind-set, it brings the students to powerful and meaningful learning atmosphere toward the way of the students' perspective about learning English can make the learning objectives achieve maximally.

## REFERENCES

- Al Hosni, S. (2014). Speaking Difficulties Encountered by Young EFL Learners. *International Journal on Studies in English Language and Literature (IJSELL)*, 2(6), 22–30.
- Alqahtani, M. (2015). The Importance of Vocabulary in Language Learning and How to Be Taught. *International Journal of Teaching and Education*, III(3), 21–34. <https://doi.org/10.20472/TE.2015.3.3.002>
- Amin, B. (2014). Lexical Error in Writing English Words Made By Students of the Junior High School. *Exposure Journal*, 3(1), 107–133.
- Bashir, M., Azeem, M., & Dogar, A. (2011). Factor effecting students' English speaking skills. *British Journal of Arts and Social Sciences*, 2(1), 34–50.
- Burns, A. (2019). Concepts for Teaching Speaking in the English Language Classroom1. *LEARN Journal: Language Education and Acquisition Research Network*, 12(1), 1–11.
- Fadhila, Hawa, A. (2013). *Errors in speaking english made by students of english department of Muhammadiyah University of Surakarta*
- Fauziati, E. (2017). Native and target language influence on the students ' interlanguage production : a case of indonesian efl compositions, 7(1), 54–63.
- Fitriani, N., & Zulkarnain, S. I. (2019). Vocational college students' common errors in EFL speaking performance. *Studies in English Language and Education*, 6(1), 141–151. <https://doi.org/10.24815/siele.v6i1.12131>
- Francisco, A. R. L. (2013). Metode Penelitian. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699. <https://doi.org/10.1017/CBO9781107415324.004>
- Gunawan, F., & Humaera, I. (2017). Analyzing Students' Individual Problems in Speaking at IAIN Kendari, 7(March).

- Ilmu, D. (2019). Error Analysis in the Descriptive Text Writing of Vocational High School Students, *19*(1), 175–186.
- Joni, D. A. A. W., Nitiasih, P., K., & Artini, L. P. (2017). A Comparative Study of the Effect of Self-Confidence U Pon Students ' Speaking Competency. *International Journal of Language and Literature*, *1*(2), 133–141. <https://doi.org/10.23887/ijll.v1i2.12539>
- Manik, S., & Purba, N. (2017). Investigating linguistic errors in english composition : a case study of non-english department efl undergraduate students *5*(9), 146–154. <https://doi.org/10.18488/journal.61.2017.59.146.154>
- Nilamsari, N. (2014). Memahami Studi Dokumen Dalam Penelitian Kualitatif. *Jurnal Wacana. Diakses Pada Hari Selasa 2 April 2019. Pukul 20:30 WIB*, *14*(2), 177–181.
- Rohmatillah. (2014). A study on students' difficulties in learning vocabulary. *Tadris Bahasa Inggris*, *6*, 69–86.
- Sadiku, L. M. (2015). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. *European Journal of Language and Literature*, *1*(1), 29. <https://doi.org/10.26417/ejls.v1i1.p29-31>
- Scales, T. A. (2011). Assessing Speaking Performance – Level B1 Examiners and speaking assessment in the Cambridge English : Preliminary exam How can I use the Assessment Scales ? Assessing Speaking Performance – Level B1 How can I use the Assessment Scales with students ?, 1–13.
- Sugiyono. (2015). *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Aflabeta Bandung.
- Tokoz-goktepe, F. (2014). Speaking problems of 9 th grade high school Turkish learners of L2 English and possible reasons for those problems : Exploring the teachers and students ' perspectives. *Procedia - Social and Behavioral Sciences*, *116*, 1875–1879. <https://doi.org/10.1016/j.sbspro.2014.01.487>