



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon  
Hak Cipta Dilindungi Undang-Undang

# **AN ERROR ANALYSIS OF STUDENTS' SPEAKING ON DRAMA PERFORMANCE AT *MA'HAD AL-JAMI'AH IAIN SYEKH NURJATI***

A THESIS

Presented to

English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State institute  
for Islamic Studies In Partial Fulfilment of the Requirments for the Degree of  
*Sarjana Pendidikan Islam (S.Pd.I)*



By :

UMU HABIBAH

REG NUMBER: 59430521

**ENGLISH EDUCATION DEPARTMENT OF *TARBIYAH* FACULTY OF  
*SYEKH NURJATI* STATE INSTITUTE FOR ISLAMIC STUDIES  
CIREBON**

**2013**



# ABSTRAK

Umu Habibah, 2013. **An Error Analysis Of Students' Speaking On Drama Performance At Ma'had Al-Jamia'h IAIN Syekh Nurjati**

There are four skills that should be mastered by the students of secondary till university, including reading, listening, writing, and speaking. And the most important skill is speaking. The speaking proficiency has 4 components such as grammatical, fluency, pronunciation and vocabulary. The researcher found the difficulties of the student when they try to speak, they are lack in practicing English also ignoring with the first component of speaking. They passive in learning process. All of them become the concentration of this thesis. Scoring of the speaking proficiency is based on an evaluation of speaking competence for various oral tasks. so the researcher gives implementation of drama to know the students speaking skill.

Teaching speaking through drama that involve with student's grammar, when they dialog or interact with other people the students try to make a good sentence in order to can deliver the message or the mean of sentence. The listener will catch easily when the speaker says structurally. According to Manser (1995: 182) stated that the grammar is a great deal of the rules for giving information words and making a sentence.

This research was conducted on may, 8<sup>th</sup> – 8<sup>th</sup> june 2013 at **Ma'had Al-jami'ah IAIN Syekh Nurjati**. In doing this research, the researcher uses descriptive qualitative approach. The researcher uses various techniques with 17 students as the research sample. The techniques of collecting data which are used by the researcher are observation, test and questionnaire.

To know the students' response of drama activities. The researcher has given questionnaire to the students. And then, it was found out the highest score is 62 and the lowest score is 52. The average score of the students' response was 58. This score can be can be considered as " enough". It means that the students' response of drama activities is enough. To know the students' competence, the researcher has given the test to the students. It was find out that the highest score was 90 and the lowest score was 58. The average score of the test was 73,9. This score could be categorized as " good" . It means that the students speaking competence is good. The result from observation based on students' drama performance. With the pie chart it can be known that the students mostly made an error grammatical error consist they are still confused about the type of 16 tense, then 62% students made an error of wrong tense formation, 9% preposition, 6% article, 9% relative pronoun and to be 14%.

When the researcher applies drama to know the students ability, the students get interested in learning grammar by drama. The students need to remember continuously about the role of English. And also the student need practice what the students get from the teacher.

Keywords: *Analysis, speaking error, drama*



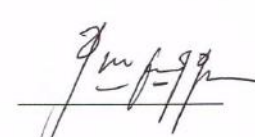
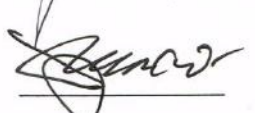
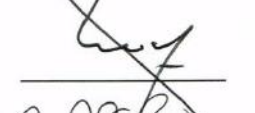
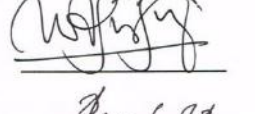
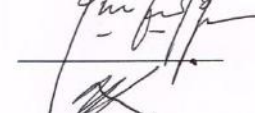
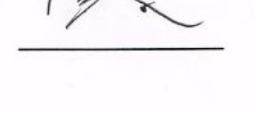
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Hak Cipta Diindungi Undang-Undang

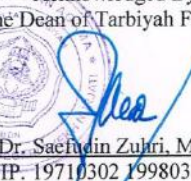
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon

## RATIFICATION

The thesis entitled **"An Error Analysis Of Students' Speaking On Drama Performance At Ma'had Al-Jami'ah IAIN Syekh Nurjati"**, written by **Umu Habibah** whose registration number is **59430521** has been examined in the viva voice held by the Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies on August 1<sup>st</sup>, 2013. It has been recognized as one of the requirements for undergraduate degree in English Education.

Date	Signature
Chairwoman of English Education Department <u>Dr. Hj. Huriyah Saleh, M. Pd</u> NIP. 19610112 198903 2 005	<u>August 28<sup>th</sup>, 2013</u> 
Secretary of English Education Department <u>Sumadi, SS. M. Hum</u> NIP. 19701005 200003 1 002	<u>August 29<sup>th</sup>, 2013</u> 
Examiner I <u>Dr. Asep Kurniawan, M.Ag</u> NIP. 19710801 200312 1001	<u>August 26<sup>th</sup>, 2013</u> 
Examiner II <u>Wakhid Nashruddin, M.Pd</u> NIP. 19810308 201101 1 003	<u>August 26<sup>th</sup>, 2013</u> 
Supervisor I <u>Dr. Hj. Huriyah Saleh, M. Pd</u> NIP. 19610112 198903 2 005	<u>August 28<sup>th</sup>, 2013</u> 
Supervisor II <u>Dr. Septi Gumindari, M.Ag</u> NIP. 19703906 199803 2 002	<u>August 28<sup>th</sup>, 2013</u> 

Acknowledged By  
The Dean of Tarbiyah Faculty,

  
Dr. Saefudin Zuhri, M. Ag  
NIP. 19710302 199803 1 002



## PREFACE

Praised be to Allah, Lord of the world, who has given the writer His love and compassion to finish the last assignment in her duty. Peace and salutation be upon to the prophet Muhammad SAW, his family, his companion, and his adherence. This thesis under the title **“AN ERROR ANALYSIS OF STUDENTS’ SPEAKING ON DRAMA PERFORMANCE AT MA’HAD AL-JAMIA’H IAIN SYEKH NURJATI** is submitted to fulfill one of the requirements for achieving the Islamic Scholar Degree at the English Education Faculty of *Tarbiyah* of The Institute for Islamic Studies *Syekh Nurjati Cirebon*.

In writing this thesis, there are so many people who have participated, helped, and advised directly or indirectly. So on this opportunity, the researcher would like to express her sincerity and profound thankfulness to:

1. Prof. Dr. H. Maksum Muktar, MA, the Rector of *IAIN Syekh Nurjati Cirebon*.
2. Dr. Saefudin Zuhri, M. Ag. The dean of *Tarbiyah* Faculty of IAIN Syekh Nurjati Cirebon.
3. Dr. Hj. Huriyah Saleh, M. Pd, the chairwoman of English Education Department of *IAIN Syekh Nurjati Cirebon* and as the first supervisor.
4. Dr. Septi Gumindari, M.Ag, as the second supervisor.
5. Her parents, her brothers and sisters who always supported her in finishing this thesis.





1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

6. Her friends especially the students of English program (A), thanks for all supports and spirits for her.
7. The big families of Rusunawa IAIN Syekh Nurjati

The researcher realizes that this thesis is still far from being perfect and there are many mistakes both in the arrangement and in the content of this thesis. Therefore, she would welcome the comments, and suggestions from the readers.

Finally, the resarcher hopes this thesis will be useful for the readers, the researcher especially, and English Education Faculty of *Tarbiyah* of *IAIN Syekh Nurjati* as a reference in general.

Cirebon, July 2013

The Researcher



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

## TABLE OF CONTENTS

	Page
ABSTRACT .....	i
APPROVAL .....	ii
RATIFICATION .....	iii
OFFICIAL NOTE .....	iv
LETTER OF AUTHENTICITY .....	v
MOTTO .....	vi
DEDICATION .....	vii
AUTOBIOGRAPHY .....	viii
PREFACE .....	ix
TABLE OF CONTENT .....	xi
LIST OF TABLES .....	xiii
LIST OF APPENDICES .....	xiv
 <b>CHAPTER I. INTRODUCTION</b>	
A. The Background of the Problem .....	1
B. The Identification of the Problem .....	5
C. The Limitation of the Problem .....	6



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon  
 Hak Cipta Diilindungi Undang-Undang

D. The Questions of the Research.....	7
E. The Aims of the Research .....	7
F. The Use of the Research .....	8

## CHAPTER II. THE THEORITICAL FOUNDATION

A. Speaking .....	9
1. Definitions of speaking .....	9
2. Students speaking skills .....	10
3. The Nature of Speaking Error .....	11
4. Grammatical error in speaking .....	15
B. Drama performance .....	18
1. Definitions of drama.....	19
2. Sort of things related to drama performance .....	19
3. Students response .....	24
4. The strategies of drama.....	27

## CHAPTER III METHODOLOGY OF RESEARCH

A. The Objective of The Research.....	28
B. The Place and Time of The Research .....	28
C. The Method of The Research.....	29
D. The source of data .....	29
E. The instrument of the research .....	30



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

F. The Techniques of collecting data .....	34
G. The Technique Of Analyzing Data .....	34
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS</b>	
A. Research Findings .....	36
B. Discussions .....	61
<b>CHAPTER V CONCLUSIONS AND SUGGESTIONS</b>	
A. Conclusions .....	82
B. Suggestions .....	83
BIBLIOGRAPHY .....	84
APPENDICES .....	86





## CHAPTER I

### INTRODUCTION

#### A. The Background Of The Problem

Language is the tool for human being to interact with other people, by use language the people can share their knowledge or feeling. According to Corder (1973:25) we can communicate with people only because they share with us a set of 'agreed' ways of behaving. Language in this sense is the possession of a social group, and indispensable set of rules which permits its member to relate to each other to interact with each other: it is a social institution. So for student it's very important to study languages. Language study is an area in which is area where in which ELL student can be successful in front of their peers, since bilingual children learn additional languages more quickly and efficient then monolingual children (Cummins 1990:4).

In globalization era today the language mostly used by all people in the world is English. English is international language which is commonly used by all people in the world. Learning English language nowadays has become obligation for all people not only as curriculum in the school but also all the people in the world for business technology and so on. While learning English, people needs 4 skills to be mastered, they are listening, reading, writing, and speaking skill. The most important skill that involve to other skills is speaking.



By speaking we can communicate with the other and share our feelings to others. According to Flores, speaking is an interactive process of construction meaning that involves producing, receiving and processing information. Geoffrey Broughton (1980), stated that “An equally widely distributed body of second language speakers who use English for their day-to-day needs, total 250 million”. Speaking is capability to say the articulations of word to express feelings, and then argue about the opinion also share ideas (Tarigan, 1981:15).

Speaking has many of components that are concerned with pronunciation, grammar, vocabulary, and fluency. Speaking skill is not only able to speak but also is communicative by the interaction to the social environment. The component of speaking that becomes the important aspect for students whom want to be fluent and accurate in speech English is Grammar.

Unfortunately, the most students rarely use grammar while they are speaking. They just talk with focusing pronunciation, fluency, and vocabulary. They do make some grammar errors in their every sentence unconsciously. As Manser (1995: 182) stated that the grammar is a great deal of the rules for giving information words and making a sentence.

The problem is most of students when they speak ungrammatically, they had been learned when they were child. But they rarely use grammar so it is possible for them to lose their memory about the correct grammar. For example, when they share the idea to other friends ungrammatically, they will not catch what they explained. The researcher found the difficulties of the student when



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

they try to speak, they leak in practicing English also ignore with the first component of speaking and they passive in learning process.

Grammar as measure for mastering English when grammatical students is good it means that student has high competence in English. The phenomena around us called by student English department when the student ever do TOFL test so that why the grammar is important for continue study at abroad by good speaking accurately and fluently.

Grammar mistakes are a double threat because they can be seen when we write and they can be heard when we speak. Since we speak more often than we write the chances of making a grammar mistakes during speech are even greater than in writing (English grammar). Error is different competence instead of mistake in production way, those mistakes were produced by inadequate knowledge use, but it doesn't mean that rules are not taking account, then error indicates that rules are not acquired yet (Ferran, 1990: 287). So error is usually done by the student unconsciously.

The researcher try to find some references that has related with the problem, first from paper the title is "Grammatical errors in oral production in Jr level learner" written by Dafne Janet Reyes Zeind that paper has purpose of the study is to determine whether the proficiency level of learners can mediate oral production resulting from grammatical errors base on the communication approach on English language among ESL jr level learners.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Second is from the journal the title is “Grammatical errors in spoken English of University students in oral communication course, written by Su hitieng ( Universitas Malasyia Serawak ). The specific objectives of the study are to determine the types of errors and the changes in grammatical accuracy during the duration of the English for social purposes course focusing in oral communication.

The third is “error analysis: a study of errors committed by isiZulu speaking learners of English in selected schools by Muzi v nzama. This thesis is about to determine .From the reference that has related with the researcher is same problem that focus on grammatical error in speaking, but the differentiate from above is the researcher try to find the error on student’s performance in drama.

So in teaching speaking are there many ways to involve students speaking skills such as role play, drama, simulation, jigsaw, discussion, etc.

The researcher chooses drama because drama has a unique, and also many people love it. Drama provides learner to be more communicative in context. So from this reason, the researcher tries to find about the common errors in speaking on students’ performance. Drama is performing or gala show that the performer should be came character like the actor itself and also the interaction between the actors. Drama usually takes from the event in our daily life has the goal for entertain or take the positive which in the drama. Harmer points out that “in face interaction the speaker can use a whole range of facial expressions, gestures, and general body language to help to convey the message (1991:53).



The range of drama activities should include:

1. Improvising and working in role
2. Devising, scripting, and performing in plays
3. Discussing and reviewing their own and other

In drama, students are asked to make script then automatically they express their ideas. Nova Scotia (1999:03) stated that drama is social process in which all student can work together to share ideas, solve problem, and create meaning. Students extend their experiences with a variety of social interactions and can continue to be part of their live.

From thus reason above it means student has already interest in drama, from the case the researcher wants to investigate the difficulties of student use the grammatical when they perform. The difficulties of student are; the student has memory connection to use the truth structural, the student has limit the vocabulary memorizations, the student cant share their ideas.

## **B. The Identifications Of The Problem**

The identifications of the problem are to explore what the topic is in this research which will be more exclusive and will discuss about the problem more deeply, then the researcher arranges the identification of the problems above. They are:

1. The Field of the Research





The field of the research is speaking, focusing on grammatical errors done by the students, because speaking has four components such as grammar, pronunciations, fluency, and vocabulary.

## 2. The Kinds of the Problem

There are some problems faced by the student in speaking such as:

- 1) The students are passive in the speaking class
- 2) The students forget the use of grammar
- 3) The students have less memorizing time

## 3. The Main Problem

The main problem of this research is on how student's speaking error in the dialogue of drama

## C. The Limitation of The Problem

On this research, the researcher focused on the grammatical errors, in spoken English of second semester students of English Education Department of *Syekh Nurjati* State Institute for Islamic.

## D. Questions of The Research

This research has a purpose to find out the answers of following questions:

1. How is the students' response on drama performance?
2. What is the students' speaking skill after performing drama?



3. What are kinds of speaking error made by students in the dialogue of drama based on the students' performance?

## E. The Aims of The Research

This research has purposes as follows:

1. To know the students' response on drama performance of second semester student of *Syekh Nurjati* State Institute for Islamic Studies.
2. To know the students' speaking skills after performing drama of second semester student of *Syekh Nurjati* State Institute for Islamic Studies.
3. To know the kinds of speaking error are made by the students in the dialogue of drama based on the students' performance of second semester student of *Syekh Nurjati* State Institute for Islamic Studies.

## F. The Use Of The Research

The use of the research is both theoretically and practically contributed to a number of parties. As follows:

1. Theoretically, this research is made in order to enrich the course of Grammar, especially about Students' speaking errors, in this case, in teaching speaking to help students when speaking English correctly and well structurally.
2. Practically, this research is an overview and an evaluation of the teaching especially in speaking English. The results of this research will give general description about the superiority and weakness of the



## BIBLIOGRAPHY

- Broughton, Geoffrey.2003. *Teaching English as Foreign Language*. London and New York. London: University of London institute of education
- Cohen, Louis, 2007. *Research method in education six edition*. USA: Routledge.
- Corder, sp.1982 . *Analysis And Interlanguage*. London: Oxford University Press
- Decapua, Andrea. 2008. *A Grammar for teacher*. College of New Rochelle
- Downing, Angela. 2006. *English grammar a university course London*. Newyork: published in the taylora and francis e-library
- Fanani, Ahmad. 2011. *The influence of learning english speaking on the students' ability in daily english conversation at the eight grade of the students of smp bani ali desa palimanan barat kecamatan gempol kabupaten cirebon*. Cirebon : IAIN Syekh Nurjati.
- Fonder C, David, 1987. *Errors and mistake;evaluating the accuracy of social judgment*. USA:American psychological association.
- Hakim, Lukman. 2012. *The grammatical error on phrasal verbs*. Cirebon:IAIN Syekh Nurjati.
- Fraenkel, Jack R., Wallen, Norman E., & Hyun, Helen H. 2012.*How to Design and Evaluate Research in Education*. New York: McGraw-Hill.
- Huang, Juanna. 2012.*Error analysis in English teaching: review of studies* Indihadi, dian. Analisis kesalahan berbahasa
- Janet,Dafne.2010.*Grammatical errors in oral production in 2<sup>nd</sup> level learner, retrived 24 April 2013)*
- Lodico, 2006. *Method in educational research*. USA.
- Masaryk. 2006. *Teaching language skill through drama*. University BRNO
- Scotia, Nova. 1994. *Education and Culture English Program Service*



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumunkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Richard C, Jack. 2006. *Communicative language teaching today*. Cambridge: Cambridge university press.

Richard C, Jack. 2008. *Teaching listening and speaking*. Cambridge: Cambridge university press.

Yang, Wenfen.2010. *A tentative analysis of error in language learning and use : journal of language teaching and research*. Finland.Academy published manufactured in finland

Zwicky m, Arnold. 1980. *Mistakes*. Advocate publishing group.

\_\_\_\_\_, (Online), (*teaching using drama*, retrieved 24 April 2013).

\_\_\_\_\_, (Online), (*English national curriculum requirement for drama*, retrieved 20 April 2013)

<http://teachingenglishusingdrama.blogspot.com/2012/12/teaching-using-drama.html>