CHAPTER IV

RESULT AND DISCUSSION

This chapter discussed the finding of the conducted research and the interpretation of the data to answer the research question which had been formulated. To answer the question, the researcher conducted two ways. Firstly, the researcher described the teaching and learning process using role play. Secondly, the researcher described and analyzed the data from the result of the observation that conducted in cycles and was taken place three times.

A. Application of Cycles

1. Application of First Cycle

a. Planning

This meeting was held on June, 15 2009. The time was used 2X45'. Primary, the researcher prepared everything needed in role play. The first was the role card, which the situation and the role had been written there. The second was the tape recorder which was used to record the students' speaking practice. In the first meeting, the researcher selected topic about "Jobless".

Before playing the role, the researcher took two steps. Firstly, the researcher prepared and explained the language function to the students as

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

a guideline for them to understand the role card. It also was prepared to the students in order to be able to practice it well. Moreover, the researcher also gave the students useful expression. After that, the researcher gave the students role card and explains how they should do the role play of the role card. The allocated time was used for the students to read and understand about the role card 20'. Then the students made it in dialogue. And finally, the students had to practice it in front of the class.

b. Acting

Firstly, the researcher trying to give explanation about role play which consists of three basic components, they were role, situation, and useful expression. The researcher also explained about the material that would be conducted.

After everything was clear, the researcher divided the students into small groups and every group consists of three students.

Secondly, the researcher gave the students role card (appendix II) in which the situation and the role had been written down in it. The teacher also asks to the students to read the role card, found the difficulties words related with the role card and to identify what does it means. Unforgettably, the researcher also wrote down these words on the blackboard and asked the students to copy it in their book. The researcher also explained the language function, and then gave an example of the dialogue. Finally, the researcher asked the students to make a dialogue

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

whose contents according to the role card, language function, useful expression and the related material that had been given and explained.

c. Observing

The researcher observed and recorded what was going on during the class. To make more objective result, the researcher asked to the English class teacher to observe the teaching and learning process, the material and topic which were conducted. (Appendix III & IV)

d. Reflecting

In the application of first cycle, the condition of the students was not too bad. They just were shy to express their idea in front of the class. Moreover, they were also feel uncomfortable, did not enjoy it, and unconfident.

The researcher also found that they were still having no motivation to do the role play and had nothing idea. Unfortunately, they were still had idea yet that role play was same as conversation which had been they conducted. And as long as they know, it was very boring. Besides, it took a long time from them to imagine the situation and the role of the card. They took time over from the time given. From this case, the research had to notice were: ensure them that roe play was not boring activities as they believe, motivated them to speak freely, controlled the allocation times in order to make the students do the next role play effectively, give an

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

example to act the dialogue in front of the class, and controlled their pronunciation.

2. The Application of Second Cycle

a. Planning

The first reflection was very useful for the researcher to prepare the second planning. This meeting was hold on June, 22 2009. The time used as usual 2X45'. In this meeting the researcher selected topic about "Disaster"

As usual, the researcher prepared everything needed in role play. The first was the role card in which the situation and role were written down. And the second was a tape recorder which was used to record the students' conversation. The researcher also prepared language focus, useful expression, and material which were related with the topic and role card given.

In this meeting, the researcher was really controlled the time because in the first cycle the students took a long time. The time would be given to prepare the conversation was about 15'. The researcher also prepared the students' conversation recording before.

b. Acting

Before the researcher gave the role card to the students, she returned the students' conversation recording before. It was aimed to

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

remember about how their speaking before. After that, the researcher gave the role card to the students and explained what they should do about the role card.

The researcher also explained the language function, useful expression, and material related with the topic and role card given. Then, the researcher asked the difficulties words (related vocabulary) and write down on the blackboard. Besides, the researcher tried to pronounce the words with the students, in order to make the students' pronunciation was better than before. The researcher also tried to make a dialogue with the students by using expressing of asking and giving permission, for example, "*may I ask to you? Yes of course*". After everything was clear, the researcher divided the students into groups and asked them to make a dialogue and then practiced it in front of the class.

c. Observing

The researcher observed and recorded what was going on during the class. To make more objective result, the researcher asked to the English class teacher to observe the teaching and learning process, the material and topic which were conducted. (Appendix III & IV)

d. Reflecting

In the application of second cycle, the students' condition was better than before. Gradually, they can speak more freely, enjoy their role, and had motivation to do that. But the students still made mistakes in

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

pronunciation. So, the researcher must give them extra an exercise about pronunciation, and grammar.

3. The Application of Third Cycle

a. Planning

The second reflection was also very useful for the researcher to prepare the third planning. This meeting was hold on June, 29 2009. The time used as usual 2X45'. In this meeting the researcher selected topic about "Relationship"

As usual, the researcher prepared everything needed in role play. The first was the role card in which the situation and role were written down. And the second was a tape recorder which was used to record the students' conversation. The researcher also prepared language focus, useful expression, and material which were related with the topic and role card given.

As usual, in this meeting the researcher would give the students 15' to prepare the conversation. The researcher also prepared the students' conversation recording before. In this meeting, the researcher didn't give an example to act it out in front of the class. The researcher let the students created it by themselves, whatever they want. It was because the students had really understood about that and they used to do it. It also

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

because they had had many experience from the first cycle and the second cycle to conduct the role play.

b. Acting

As usual to remind the students' conversation before, the researcher returned the students' conversation recording before. It was aimed to remember about how their speaking before. After that, the researcher gave the role card to the students. The researcher also explained the language function, useful expression, and material related with the topic and role card given. Differ from the first and second cycle, in this meeting the researcher asked to the students found the difficulties words by themselves and made them to copy it in their book. The researcher also asked the students to pronounce the words by themselves. After everything was clear, the researcher divided the students into groups and asked them to make a dialogue and then practiced it in front of the class.

c. Observing

The researcher observed and recorded what was going on during the class. To make more objective result, the researcher asked to the English class teacher to observe the teaching and learning process, the material and topic which were conducted. (Appendix III & IV)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

d. Reflecting

In the application of third cycle, the students' condition was also better than before. They can speak more freely, enjoy their role, and had motivation to do that. Their mistake in pronunciation and grammar were reduced, tough they still made mistakes in pronunciation, and grammar.

B. Result

The results were obtained from the observation and the notes during the activities in the class. The result showed the condition of the students' speaking ability through role play. In this case, the researcher observed and recorded what was going on in the class activities.

The researcher spent three weeks to practice the role play. According to researcher's observation, the activities were not done perfectly, since the time of observation was very limited. So, the researcher could not be able to give lots contribution.

In the first meeting, for example, there were so many problems faced by the researcher. At the first meeting, the students were still difficult to concentrate on the role play direction. They had no motivation to do the role play, because they thought role play was similar as a conversation before that they had been done. They think it was really boring and not enjoyable for them. It can be seen in the observation checklist for the students. There were some students participated and responded to the teacher explanation. It showed that it was just 69, 23 %

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

percentage and it means that the students' response and participation during the class was fair.

Having said that, the students were still difficult to imagine about what they should do from the role card. It took a long time for them to imagine the role and situation from the role card. They got difficulties to arrange the conversation. It like, the arrangement word to word or sentence to sentence, selecting the word (diction), and structure. Beside that, they were afraid to express their idea in front of the class. So, they were just recited the conversation.

Even, when they had to perform the role play in front of the class, they felt shy and not confident. It was because their friend saw them when they perform in front of the class. Not unless, they just keep smile and stood in front of the class. They didn't know about what would they say. Sometimes, they also showed childhood. Before they performed in front of the class, they took a quarrel with their partner. Even, before they performed while they discussed the dialogue with their partner, they took quarrel to decide about who would be the first to speak in the dialogue.

However the activities did not be done perfectly, the students' response and active involvement during from time to time were good. All the activities in the class run well. It can be seen in the observation checklist for the students. Most of students participated and responded to the teacher explanation. It showed that it was 84, 62 % percentage and it means that the students' response and participation during the class was good.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Though in the firs meeting, there had been a serious problem. But, gradually it can be solved.

Actually, the students' speaking difficulties were in properly speaking. Firstly, as the researcher said above, they just felt shy and afraid because they rare to practiced it in their daily activity, either in the school activity (class) with their classmate or in outside of school with their other friend. Secondly, the students' difficulties related with the language itself. Most of them made mistake in pronunciation and structure. In structure and pronunciation, the students made many mistakes, especially in the first meeting. The mistakes or error were influenced by their interlingual and intralinigual error. Interlingual error is the error that which could be traced to L1 interference. While in trilingual error is an error because the students have not mastered the rules of the L2.

C. Discussion

As mentioned above that the students' difficulties in speaking was related their willingness to speak and their ability in speaking, especially for pronunciation and structure (grammar).

To encourage the students' willingness to speak the researcher always give them motivation, in order to make them want to speak. The researcher always stimulated them to speak, either with high score or prize. While to overcome the students' difficulties in understanding about the language itself (pronunciation and grammar), the researcher tried to explain them as follows:

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

1. The discussion of Students' Mistake the First Meeting

The discussion of Students' Grammar

a. *"Hey...Jib, good evening too! I just reading"*

In this case, the students made interlingual and intralingual error. They were still influenced by Indonesia structure in which there was not "*to be*" in the sentence. In addition, the researcher also tried to explain that in the English sentence, minimally it included *S + V*.

The sentence above also indicated inappropriate verb. Between subject and verb must be balance, and the sentence above has no form of tense. So, the sentence above should be *"Hey...Jib, good evening too! I am just reading"*

b. *"This a good job but... "*

In this case, the students also made intralingual error. They were still confused by the formation of English sentence. The researcher explained again that in English sentence, minimally it conclude *S + V*. To make the students were easy to understand English sentences, the researcher divided them into two parts: nominal sentence and verbal sentence, tough in English there was no nominal sentence. To make nominal sentence we used "to be". It is used proceeded a noun, *S+ TO BE+ NOUN+ O (complement)*. While, to make verbal sentence, we used "auxiliary verb". It is used proceed verb, *S + Auxiliary Verb+ Verb1+ O (complement)*. So, the sentence should be *"This is a good job but... "*

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

c. *"By the way, I have an after"*

In this case the students made slip of tongue. Intended meaning was "offer", but she said "after"

d. *"you look confusion"*

In this case, the students made intralingual error. The sentence, *"you look confusion"* was incorrect sentence. The researcher tried to explain that the word *"look"* should be followed adjective *"confused"*. It was because, the word *"look"* included linking verb. Linking verb should be followed immediately by adjective. So, the sentence should be *"you look confused"*

e. ... *"Najib give an offer... "*

In this case, the students made intralingual error. They students did not add the final *s* in the word *give*. The researcher tried to explain that the word *give* should be added by *s*, because the subject of the sentence was third singular person (he, she it). So, the sentence should be ... *"Najib gives an offer... "*

f. *"What do* your *opinion"*

This case same with the sentence*" This a good job but... "*, the students were still confused with nominal and verbal sentence. To make the sentence grammatically correct, the researcher tried to explain that to make nominal sentence we used "to be". It is used proceeded a noun, *S+ TO BE+ NOUN+ O (complement)*. While, to make verbal sentence, we

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

used "auxiliary verb". It is used proceed verb, *S + Auxiliary Verb+ Verb1+ O (complement)*. So, the sentence should be "*what is your opinion?*"

g. *"I think this easy job"*

"Why?"

"Because you have a children, and he need you"

In this case, the students made a mistake in using singular and plural noun. To make it grammatically correct, the researcher tried to explain that "a children", should be "a child", because it showed there just one child. The students' also omitted the final "s" in the word "need". So, the researcher explained that for the third singular person, it should be followed by "s". Besides, the students lost one of word in the sentence, so it made contrast in its meaning.

"I think this easy job"→ it should be "*I think this is not easy job*"

"Why?"

"Because you have a child, and he needs you"

h. *"Why you look so sad?..."*

In this case, the students made intralingual error. The sentence belongs to the inversion pattern. The researcher tried to explain that the pattern of inversion sentence (positive, negative and interrogative) were: *S + Vordinary +O (complement)*, while the interrogative pattern *V auxiliary + S + V ordinary*

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

i. + *O complement.* So, the sentence should be, *"Why do you look so sad?..."*

j. *"you can sharing with me"*

I this case, the students was still influenced with their colloquial. It could be said that they made an interlingual error. The students were still thought by using Indonesian structure. To make the sentence grammatically correct, the researcher tried to explain that after modal auxiliary, it followed by V1, S + Modal Auxilary + V1. The word "sharing", should be "share". So, the sentence should be *"you can share with me"*

k. *"I always beside you"*

In this case, the students made intralingual error. The researcher tried to explain to them as in the previous case. The sentence should be *"I am always beside you"*

l. *"I will marry with someone"*

"I will marry with someone" means that there was someone who marries her or his darling and at the same time someone else marries her or his darling too. The researcher tried to explain the intended meaning of this sentence was there was just one person who marries her or his darling at the time. So, the sentence should be *"I will marry someone"*.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

m. *"...how is the better? I suggest you better of your candidate look for a job first ,.."*

In this case, the researcher confused with the arrangement of words in a sentence. The sentence should be, "*...what is the better? I suggest your candidate husband to look for a job first ,.."*

n. *"What a problem disturb your mind?"*

In this case, the students' sentence was good but it could be best arrangement. *"What a problem disturb your mind?"* same with *"What disturb your mind?"*. Both of them showed any problems disturb her or his mind. It means that it showed general problem. The researcher tried to explain that we could use*" What kind of problems disturb your mind?"*. It was more specific. So, the sentence should be, *"What kind of problems disturbs your mind?"*

o. *"...three* place *offered me..."*

In this case, the students the students made intralingual error. They can distinguish which one was singular and which one was plural. The sentence should be, "*...three places offered me..."*

p. *"...your husband had a job, while you wait you choose"*

In this case, the students made intralingual errors. Firstly, they made mistakes in the word *"had"*. The word should be *"has"* because the subject in the sentence was "he" and it used "simple present tense". Secondly, the words "*you"* and *"choose"*. *You* in the sentence indicated

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

possession and *choose* indicated noun. So, the words should be *"your* and *choice"*. And the sentence should be, *"...your husband has a job, while you wait your choice"*

q. *"I believe you husband will understand you"*

In this case, the students omitted the letter of "r" in the word "you". There two possibilities of this case. First, the students were really omitted the letter of "r" (wrong pronunciation). Second, the students didn't know of how use the possessive pronoun. To make the sentence grammatically correct, the researcher tried to explain that sentence showed possessive form. So, it should use possessive pronoun. The word "you", should be "your". So, the sentence should be "I believe your husband will understand you".

r. *"How about your opinion?"*

In this case, the students confused about the selecting word and the verbal sentence. The sentence should be, *"What is about your opinion?"*

The discussion of students' pronunciation

In this meeting, the students made many errors in pronunciation. There were so

a. consider : kən'saidər

b. need : nɛd

c. cannot : kæn

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

d. twice : twis

e. useful : a:sfl

f. should : ʃəld

g. try : tri

h. inside : in'sid

Then, the researcher tried to explain that in oxford dictionary their pronunciation of the word should be:

a. consider : /kən'sIdə(r)/

b. need : /ni:d/

c. cannot :/'kænt/

d. twice : /twaIs/

e. useful : /'ju:sfl/

f. Should : /ʃəd:/

g. inside : /In'saId/

h. try : /traI/

2. The discussion of Students' Mistake in The Second Meeting

The discussion of Students' Grammar

a. *"Why? Do you thirsty?"*

In this case, the students could not distinguish the using of "to be" and "auxiliary verb". The researcher tried to explain that "to be" was used when the following word was adjective, adverb and prepositional verb.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

While, "auxiliary verb" was used when the following word was verb. So, the sentence should be, *"Why? Are you thirsty?"*

b. *"Yes, from the last morning happened"*

"What is happenen?"

"It is earthquake"

In this case, the students made intralingual error. To make the sentence grammatically correct, the researcher tried to explain that sentence should use in the simple past form. The word "happenen" and "is" should be "happened" and "was". So, the sentence should be:

"Yes, from the last morning, it was happened"

"What happened?"

"It was earthquake"

c. *"What is earthquake?"*

"Earthquake happened if the layer of earth was shake"

In this case, the students selected word inappropriately and made intralingual error. The word *"What is earthquake?"* should be *"how it happened?"* because the following was *"Earthquake happened if the layer of earth was shake"*. And the sentence *"Earthquake happened if the layer of earth was shake"* Should be *"Earthquake happened because the layer of earth shaked"*.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

d. *"Why could be like that?"*

In this case, the students forgot about the subject of the sentence. In the sentence, there was no subject. In contrary, in the English sentence, minimally consists of *S + V*. So, the sentence should be *"Why it could be like that?"*

e. *"May be magma under earth warmed and it was maked earth shaked"*

In this case, the students made intralingual error. This sentence was causative verb. The researcher tried to explain that causative verb consists of "let, make, have, etc. So, the sentence should be *"May be magma under earth warmed and it made earth shake"*.

f. *"How much layer of earth?"*

In this case, the students made intralingual error. *Layer* was countable noun, so it should be *layers* and *much* should be *many*. So, the sentence should be *"How many layers of earth?"*

g. *"What is the effect earthquake?"*

"You can see now, the building be broken. Threes even throw and last morning the earthquake mortally disaster that obtain until 6,7schala litcher".

In this case, the students made intralingual error. *"What is the effect earthquake?"* in the sentence above indicated there were some effects. We could see it in the following sentence. So, it should be *"What are the effects of earthquake?"*. And "*You can see now, the building be*

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

broken. Threes even throw and last morning the earthquake mortally disaster that obtain until 6,7schala litcher", in the sentence above looked informal. If we changed into formal the word "be" should be "is". Besides, the arrangement of the sentence was less appropriate. ... *Threes even throw and last morning the earthquake mortally disaster that obtain until 6,7schala litcher"*, should be ... *Threes even throw and last morning the mortal earthquake obtain until 6, 7 litcher of schala"*

h. *"... my grandfather saving... "*

In this case, the students made intralingual error. The intended meaning of "saving" in the sentence was "selamat" (adjective). So, the sentence should be *"... my grandfather safe... "*

i. *"Would you tell me, how did the disaster happen?"*

In this case, the students' sentence was impolite. The researcher tried to explain that we could use polite request by using *"would you like to tell me, how did the disaster happen* or *"would you like to tell me, how the disaster happened?"*

j. *"You are not close your eyes on your environment"*

In this case, the students made intralingual error. The researcher tried to explain that sentence should use auxiliary verb. So, the sentence should be *"you do not close your eyes on your environment"*.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

k. *"Fortunately, we saved from this mortally disaster that obtain until 7, 6 scale of letcher"*

This sentence was same with the sentence above. The right form was *" Fortunately, we saved from this mortal disaster that obtain until 7, 6 letcher of scale"*

l. *Yeach, fortunately many people died because of this disaster"*

The word "fortunately" above should be "unfortunately", because the following words showed the negative meaning. So, the right sentence was *"Yeach, unfortunately many people died because of this disaster"*

The Discussion of Students' Pronunciations

In this meeting, the students' errors in pronunciation were reduced. There just some words in the wrong pronunciation. Those lists of words were below:

a. cannot : kæn

b. god : gʊd

Then, the researcher tried to explain that in oxford dictionary their pronunciation of the word should be:

a. cannot : /kæn't/

b. god : /gɔd/

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

3. The discussion of Students' Mistake in The Third Meeting

Analysis of Grammar

a. *"I'm not usually listen radio with small voice"*

As the discussion above, in this case the students made intralingua error. They were still confused by the verbal sentence. The right form of this sentence was *"I'm do not usually listen radio with small voice"*, or we could change it by *"I have no habit to listen the radio with small voice"*

b. *"Because you has disturb other and you still egoist"*

In this case, the students made intralingual error. The students' sentence was wrong tense. The researcher tried to explain that the sentence included the simple presents perfect tense, so it should be "have disturbed". So, the sentence should be, *"Because you have disturbed others and you still egoist"*

c. *"What happen Ifa?"*

In this case, the students made intralingual error. The word "happen" should be "happened". So, the sentence above should be *"What happened Ifa?"*

d. *"How about with Shobirin?"*

In this case, the resecher tried to explain that the word "with" could be omitted. So, the sentence should be, *"How about Shobirin?"*

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

e. *"Ifa want to talk with you"*

This case was same with the sentence above. The students omitted the final *s* in the word "want". The sentence should be, *"Ifa wants to talk with you"*, because the subject of the sentence was "she"

f. *" ...you can go to home Abdi or to follow me because I can not stop wih my music"*

In this case, the students could not differ the using of "house and home". The researcher tried to explain that home was just the building. While house was the building and its cotntents. So, sentence above should be, *"...you can go to Abdi's house or to follow me because I can not stop my music"*

g. *"Yes, I'm sorry. But I can't stop song"*

In this case, the students forgot the using of article in specific thing. So, the sentence should be, *"Yes, I'm sorry. But I can't stop the song"*

h. *"Can you turning music slowly?"*

In this case, the students made intralingual error. The researcher tried to explain that the sentence include "Modal Auxiliary". After modal auxiliary it should be followed by V1. So, the sentence should be, *"Can you turn on the music slowly?"*

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

i. *" but this music disturb my sleep afternoon"*

In this case, the students made interlingual error. The researcher tried to explain that sentence should be, *"but this music disturb my afternoon sleeping"* or we could change with *"but this music disturb my nape"*

j. *"What the matter?", "what a problem?"*

The wrong sentences above often occurred in the previous sentence. So, the right forms were *"What is the matter?", "what is the problem?"*

k. *"Don't be egoist. If you are as Dhima, what to do?"*

In this case, the students made the wrong interrogative sentence. The right sentence was *"what will you do?"* So, the complete sentence should be, *"Don't be egoist. If you are Dhima, what will you do?"*

l. *"I apologize for disturb this activities"*

In this case, the students made an intralingual error. To make the sentence grammatically correct, the researcher tried to explain that "for", should be followed by *–ing form*. The word "disturb", should be "disturbing. So, the sentence should be "I apologize for disturbing this activity.

m. *".., what do you talking about?"*

This sentence has same mistake with previous sentence. The right form was *".., what are you talking about?"*

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

n. *" We have to wake up early, because demand of our job "*

In this case, the students made intralingual error. They could not differ "because and because of". The researcher tried to explain that the use of "because" should be followed by S + V. While, "because of" should be followed by noun. So, the sentence should be, *"We have to wake up early, because of our job"*

o. *" We was sleeping you know"*

This sentence had same mistake in the previous sentences. The right form was *"We were sleeping you know"*

p. *"With pleasure Minten, thanks for inviting me"*

"She is get accident just now. She is call me and say sorry to you because can't come to your party"

In this case, the students made same mistakes from the previous sentences (interlingual or intralingual), but in this case they lost the sentences. The sentence above was really disconnected. It was caused, they over had spirit, even they forget their turn to speak. The right form was, *"She is getting accident just now she calls me and says sorry to you because she can't come to your party"*

q. *"Now, is time to blowing the candle and before you must make a wish minten"*

"... who is the first the person, what will you give this piece of cake"

"The first piece will I give for my mother"

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

This sentence had same mistakes with the previous sentences. The right forms were:

"Now,it is time to blow the candle and before you must make a wish Minten"

"... who is the first the person, whom will you give this piece of cake"

"I'll give the first piece for my mother"

The Discussion of Students' Pronunciation

In this meeting, the students' errors had some mistake or error in pronunciation. There just some words in the wrong pronunciation. Those lists of words were below:

a. cannot (it always appeared in students' pronunciation) : kæn
b. think : sIŋ
c. repeat : ri'pɛt
d. try : tri

Then, the researcher tried to explain that in oxford dictionary their pronunciation of the word should be:

a. cannot (it always appeared in students' pronunciation) : /kæn't/
b. think : /θIŋk/
c. repeat : /rI'pi:t/
d. try : / traI/

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id