ANALYSIS OF STUDENTS’ WORDS MISTAKE IN SKRIPSI EXAMINATION

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Abstract
This research purposes to find out what type of words mistake made by the students and the causes of mistake made by the students in skripsi examination especially in English Education Study Program. This research is a qualitative research by using documentation and interview as intruments. The researcher used audio recording in documentation to record the students' proposal seminar performance and the researcher asked some questions in interview by using the audio recording to record the students' answers. The researcher selected 6 students in a class as a sample. This data collection involved 6 students of English Education Study Program who finished their skripsi examination. The result of this research indicate that the common mistake are made by the students during skripsi examination such us hard to apply grammar rule, limited number of vocabulary, and not perfect in pronunciation and intonation. Also, the result of this research indicate the causes of students mistake during skripsi examination namely communication apprehension, test anxiety, lecturer’s characteristic, and psychological factors.

Keywords: Analysis; Words; Mistake.
Introduction

Speaking is an interactive activity between two or more people. Speaking English well help students access up to update information in fields including science, technology and health. Sari (2019) argued that the students have to master all components of speaking skill. Speaking can be formal and informal depends on the situation and the person who are talking with. The speaking skill develops when the language is used in communicative situations (Oflaz, 2019). This opinion clearly indicates that speaking skills imply someone knows a language (Moussu & Llurda, 2008). Moreover, in speaking people can convey their feeling, emotion, and thought. Tarigan (1990) defines that speaking as a language skill that is developed in child life, which produced by listening skill, and at the period speaking skill is learned. There are many oral activities that humans can do, one of which is seminars. In conducting skripsi examination, students must be able to understand what is being conveyed properly. Maryaeni (2009) stated that skripsi or thesis is a part of the activity of deepening the discipline activities for undergraduate students because the thesis is the final piece of work that is evaluated to be able to provide an indicator of the level of understanding or achievement of students disciplines. Skripsi refers to scientific composition/writing that has to be written by students as requisite for completing academic education (Husnussalam, 2016). Students are asked to prove themselves first by carrying out scientific research properly and correctly. Skripsi examination is one of the final steps taken by final year students. A skripsi examination is a final project of students of each study program including the English Education Study Program.

However, it is not easy for the students who study English as a foreign language to be able to communicate in English. Many obstacles faced by students spoke English especially when presented their skripsi examination and answered the question from the examiner and the audience, such as lack of vocabulary, and lack of understanding for the words placement, lack of grammatical mastery, and lack of confidence. Then, the important one was scared of delivering materials to several people.

Regarding to some problems above, the researcher decided to conduct a research entitled “Analysis of Students’ Words Mistake in Skripsi Examination”.

Definition of Mistake

Gairon (2018) states, the mistake is a language error due to the speaker not choosing the right word or expression for a certain situation. This error refers to an error resulting from the speaker incorrectly using a known correct rule, not due to a lack of mastery of the second language. Mistakes occur in speaking products that are not true. Mistakes have characteristics, namely: (1) The Target language Student can immediately correct the incorrect language forms themselves or they can correct the misinterpretation, and (2) The Target Language Student makes the mistake not regularly or systematic. Tarigan (1990) states that mistake is the use of language that deviates from the rules of the language that apply in the language, but is not seen as a language violation.

Mistake in speaking is common, students who learn English as a foreign language probably make mistakes. Mistakes in speaking are seen as part of the learning process. This means that mistakes in speaking are an integral part of language acquisition and language learning.

Types of Mistake

Students sometimes make mistake while presenting their skripsi examination, according to Jaya (2021:53) these are some mistake of speaking while students presenting their research:

a. Limited Number of Vocabulary
The students do not have enough vocabulary to express their while speaking in front of several people, also the students sometimes reading the text while speaking, and the students lack of fluency in their speech. For example “so in here umm... I will tell you uhh... my research and the title is uhh.. students feeling in e-learning” the speaker got stucks when speaking by saying ‘uhh, umm’.

b. Hard to Apply Grammar Rules

The students have difficulties to understand grammar rules. They failed to pay attention to the grammar rules and ended up making mistakes. There are still so many students who do not understand how to use the vocabulary according to grammatical rules (Lakuana & Siojam, 2020). Pinker (2007) states that to call a sentences ungrammatical it to sound oddly ‘all the same’ that is in a neutral context, under it conventional meaning and without any special circumstances that apply. For example “limitation of this research the researcher only focus students feeling about online learning”. The speaker broke the grammar rules as “the research only focus” must be “the researcher only focuses on”.

c. Not Perfect Pronunciation and Intonation

The students should speak carefully to focus on how to pronounce words or sentences correctly. Sometimes the students have trouble in pronouncing some of the vocals or certain consonants that do not exist in Indonesia, and also the students have a problem in pronouncing words that have both American and British English.

Causes of Mistake

Every student who learns English as a foreign language must have made mistake. It is normal for students to make mistakes when speaking because it is part of learning English especially in speaking class. Anandari (2015) stated that there are some reason why students make mistake when speaking in front of several people:

a. Fear of not being able to convey the messages well

Some students describe that they felt that the speak was not clear enough. They felt unconfident with themselves.

b. Shyness

Shyness/shamefulness relate to the students discomfort when speech in front of the class. The students feel awkward when speak and they can not control their hand movement because they feel so shy.

c. Discomfort

Some students feel discomfortable rather than shyness. They are not shy with their speaking performance, but they are uncomfortable with their bodies. They feel uncomfortable when other students are looking at them when they speak. Finally, they feel uncomfortable because their English is not good enough. Wang (2010) states that further found language anxiety could give an effect on the students’ oral speech performance.

Definition of Skripsi

Skripsi is a term used in Indonesia to get a bachelor’s degree. Skripsi is the result of research carried out by students under the guidance of experts as a requirement to complete the study of the undergraduate program. Maryaeni (2009) stated that skripsi is a scientific paper written by a student at the undergraduate level discussing a topic or field based on the findings of an expert-written literature review, the findings of field study, or the findings of development.

Causes of Mistake in Skripsi Examination

The skripsi examination is part of the advanced stage to present a research plan that students do. When presenting a skripsi, there are several problems faced by the
students. Pratiwi (2018) stated that there are several causes of students’ anxiety about making mistakes while presenting their research:

a. Communication Apprehension

One of the causes of foreign language anxiety experienced by students who become speakers when presenting their research is communication fear. Factors in which the students were eager to communicate with both the contributors and the audience about a variety of topics. The first point is afraid of making mistakes. Tasmia (2019) stated that being afraid of making mistakes becomes one of the main factors of students' reluctance to speak in the classroom. The students are afraid of making mistakes because the students are fearful to get bad scores. The second point is lack of vocabulary that makes it difficult for the students to arrange words into a well-structured statement to express. The last one is lack of mature communication skill, some students feel they cannot communicate in English well because of grammatical errors that the students are scared that making mistakes would lead to misunderstandings throughout the discussion process.

b. Test Anxiety

Another cause of students’ anxiety who become speakers when presenting their research is test anxiety. The students are anxious of being tested by the contributors since they have some consideration of the test. The first is lack of preparation. It is because they do not have enough time from the schedule of their skripsi examination. The second one is fear of getting a low score, when the students feel they cannot answer the question or they cannot respond the statement given to them properly. The third is afraid of getting lost or failed from the low score gotten in research examination.

c. Fear of Negative Evaluation

The students are worried about getting bad judgment from the lecturers or audience. It can be seen when the students presenting their research, such us feel awkward, foolish, not focus, or incompetent in front of the lecturers and the audience. It is can also because students who present their results of research become the center of everyone's attention.

d. Lecturers’ Characteristic

The several characteristics of the lecturers make the students able to make mistakes while presenting their result of research.

e. Psychological Factors

The last cause is psychological factors. The first is shyness. Anandari (2018) relates shyness/shamefulness to the students' discomfort when speaking in front of several people. The students feel awkward when speaking and they can not control their hand movement because they feel so shy. The second is lack of motivation, some of the students do not have any stimulations to do a skripsi examination.

Research Method

A research design is a method for arranging the research setting in order to obtain valid data that is appropriate for the research’s goals. The researcher used a qualitative descriptive design because the researcher described what type of words that the students get wrong in their skripsi examination and the causes why the students make mistakes in presenting their result of research. The researcher conducted research at the English Educations Study Program, University of Muhammadiyah Luwuk.

Research Subject

The subject of this research is the eighth semester of the English Education Study Program University of Muhammadiyah of Luwuk. The researcher selected 6 students in a class as a sample.
Research Instrument

The instruments utilized to get the data from the students are documentation and interview. First is documentation, the researcher will use audio recording to record the students’ proposal seminar performance. The second is interview, the researcher asked some questions and the researcher used the audio recording to record the students' answers.

Data Collecting Technique

There are some techniques of collecting data:
1. Recording the student presentation.
2. Analyze the result of students' presentations from the audio recording.
3. Transcript the mistakes of using words made by students into writing.
4. Underlining the students' mistakes in using words.
5. Give the students some questions about the difficulties when they present their proposal.
6. Recording the students’ answers.
7. Analyzed the result from the audio recording.

Data Analysis Technique

Because the research included qualitative data, it will be examined using the descriptive qualitative analysis technique. The descriptive qualitative analysis predicts the researched variable in the real world. The following technique was used to analyze the data in this research:

a. Data Reduction

According to Sugiono (2016:92), reducing data means summarizing, choosing the essentials, focusing on the things that matter, looking for the term and pattern. In addition to minimizing data, each researcher will be directed by the goal to be reached; qualitative research's primary goal is to discover.

b. Data display

According to Sugiono (2016: 95), displaying the data will make it easy to understand what is happening, plan the next work based on what has been understood. Performing data display, besides narrative text, can also be graphics, matrices, networks, and charts. The data in this research was presented using a formal technique based on the problem, concept, and theoretical framework, with tables or graphs to categorize the data.

c. Conclusion drawing and verification

The qualitative researcher's final analytical activity is drawing and verifying conclusions. The researcher begins to deduce what things signify at this point. In certain ways, the research was carried out. The researcher studied the whole text of the recording and interview, as well as all of the field experiences. As a result of the field note recording test and interview, the researcher came to a conclusion and verified it. At the 2017 class of English education study program, the researcher compared the data to several earlier studies about mistakes in word usage.

Findings and Discussion

The findings of the research came from the transcript of several students' mistakes of using words in skripsi examination and several student's answers about the causes of making mistake during skripsi examination.

Types of Students’ Words Mistake in Skripsi Examination

1. Hard to Apply Grammar
The types of grammar mistakes made by the students during the skripsi examination are below:

**Student 1**

“I ask them to make sentence in simple present tense”.

**Student 2**

“Appendix pretest and postest is their experience”.

**Students 3**

“I just like to add something like scores formula so should know the percentage of each error”.

Based on the information presented above, the researcher found some mistake in using words which affect the grammar formation. In students 1, the word “sentence” should be “sentences” or the speaker can add article “a”. The correct sentence should be “I ask them to make sentences in simple present tense” or “I ask them to make a sentence in simple present tense”. For the second student sentence, the speaker better to use the word “based on” between the words “is” and “their” to complete the sentence. And the last sentence, the speaker use a lot of words that are not needed to explain the meaning of his sentence, like “just, like, add, to, and something”. In the context of the sentence above, the speaker conveys the purpose of using the formula score to get the data. Therefore, the sentence could be simpler to be “I used the score formula to get the percentage of each errors”.

From the data above, the use of the wrong word can affect the grammatical form.

2. **A limited number of vocabulary**

The types of the limited number of vocabulary made by the students during the skripsi examination are bellow:

**Student 1**

“I decide them into several group...uuh... I ask them to make the sentence just one in....”.

**Student 2**

“Because um....the result of pretest because appendix pretest and postest is their experience”.

**Student 3**

“Like that mam, so we not...eh...tidak puas mam”.

In student 1, the speaker got stucks while speaking by saying “uuh” and then she did not finish the sentence because she does not know what to say. Based on the sentence by student 2, the speaker got stuck again by saying “um.” and stoped her sentence for a while and then continue again. Based on the third student sentence, the speaker got stuck when speaking by saying “eh” and then pausing the sentence for a while before continuing in Indonesian.

From the data above, the student does not have enough vocabulary to express while speaking. The students could not express themself clearly and appropriately. Also the students felt lack of fluency. The students also mostly got constrained in reading the text while speaking or ended up with using Indonesian to continue their speech during the skripsi examination.

3. **Not Perfect Pronounciation and Intonation**

The students had trouble pronouncing some of the words, especially the words that are less common. The students also had troubles in pronouncing some vocal that do not exist in in Indonesia.

There are some examples of students troubles while speaking in skripsi examination:

**students 1**

“Eehh... Akcuali (actually) ten mam but...”

**Students 6**
“Like eeeh like eeh eksampel (example) eeh, aldi give a clue”
Student 4
“Based (based) on the result of the problem”

The first student had trouble pronouncing the word “actually”, she said “akcuali”, that is should “ӕktʃuəli”. The fourth student pronounces the word “based” as “based”; the correct pronouncing is “beist”. The sixth student pronounces “exampel” as “eksampel”, the correct pronouncing is “igˈzaːmpl”.

The students had trouble pronouncing some of the words, especially the less common words. The students also had trouble pronouncing some vocals that do not exist in Indonesian.

Causes of Students’ Words Mistake in Skripsi Examination

Based on the result of interviews with students, the researcher focuses on the analysis; the causes of students’ mistake of using words in skripsi examination at the eight-semester of English Education Study Program. The researcher finds out some causes of students’ mistakes while presenting their skripsi examination. The causes are below:

1. Communication Apprehension

One of the causes of foreign language worry among students who become speakers during the skripsi examination is communication apprehension.

Student 1:
“My obstacles in presented my skripsi presentation uh... I have a mistake in... saya kesulitan...dalam pengucapan, dalam pronounciation nya masih kurang kemauan pemahaman tentang grammar masih kurang jadi worry berbicara bahasa Inggris. Kurang vocabulary”.

Student 2:
“You know when you into like I mean in English like ehh.. maybe some people doesn’t like think about grammar burt in my opinion grammar is veryy difficult especially i our departement when we we know ehh.. we know the rule but in speaking sometimes we forgotten. The most difficult when I speak like lost in eh., lost in my mind, lost the word, lost the grammar, lost tge structure so that make me stop in speaking. Doesn’t have any words to speak”.

Student 4:
“I’m very scare when the lecurer give me many question when I dong get the point of the question I dont know how to answer the question li... satisfying, satisfying.. satisfying kan kepuasan toh.. tapi kadang saya lupa artinya pada saat saya sudah ditanyakan nya dosen seperti itu”.

Based on the result of the students’ interview, the researcher find out the causes of mistakes called communication apprehension such us lack of vocabulary, lack of grammar, and fear of making mistake.

2. Test Anxiety

The other causes of students’ anxiety during presenting their research is test anxiety.

Student 2
“The fisrt time I feel like oh my god she start to push me, yeah of course afraid as always as human being because we dont have any words to describe the answer, that is”.

Student 3:
“i think no eeh...teada tidak ada kesulitan sih karna kan, memang saya te bisa jawab ketika ditanyakkan oleh chairperson itu yang saya rasa sulit sih. Saya tidak belajar akan pada saat materi di bab 2 itu”.

Student 4:
“sometimes when I speak, I have aah I have ahh idea to answer the question, for example eeh satisfying, satisfying,. satisfying kan kepuasan toh..tapi kadang saya lupa artinya pada saat saya sudah ditanyakan nya dosen seperti itu”.

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Based on the result of students' interviews, the researcher found out a cause of mistakes during skripsi examination called test anxiety such as lack of preparation, and students feel they cannot answer the question properly.

3. **Fear of Negative Evaluation**

Some students are worried about getting bad judgement from the lecturers.

Student 1: 
“My ability in speaking, kemampuan saya dalam bicara bahasa inggris yang membuat saya reluctant dan salah satu faktornya juga karna keberadaan dosen sih...itu juga mempengaruhi”

Student 4: 
“terkadang saya merasa malu kepada dosen-dosen di depan saya malu salah berbicara seperti itu”

4. **Lecturers’ Characteristics**

The several characteristics of the lecturers which make the students able to make mistakes while presenting their skripsi examination.

Student 1: 
“My ability in speaking, kemampuan saya dalam bicara bahasa inggris yang membuat saya reluctant dan salah satu faktornya juga karna keberadaan dosen sih...itu juga mempengaruhi”

Student 5: 
“When I should answer the question from the examiners and speak in English full English”

Based on the information presented above, the researcher found out that the presence of the lecturers can cause students mistakes during skripsi examination.

5. **Psychological factors**

The last cause of students' mistakes is psychological factors.

Student 2: 
“I just feel like maybe nervous but when I speak and explain about my material”.

“I dont know I just feel like we atted the seminar exam that feel we have to do that because we have should do because that aour last term exam. I dont feel anything but awkward in the first time like yeah nervous at the first time but until the end that very amazing experience”.

Student 4: 
"Of course for the first i feel so nerveous, but when i start to presented mt eeh my research uuh exam examination e feel I can feel confident and dan saya merasa nyaman juga saat sudah berbicara".

Student 4: 
“terkadang saya merasa malu kepada dosen-dosen di depan, saya malu salah berbicara seperti itu”.

**Discussion**

There were two findings of this research. The first is the types of mistakes of using words made by the students in the skripsi examination of English Education Study Program. The second is the causes of students' mistakes during skripsi examination. The researcher analyze the data based on Jaya (2021) theory to decide the students' mistake of using words while speaking on skripsi examination. The mistakes while categorized as hard to apply grammar rules or the students have difficulties to
understand the grammar rules when they were presented their skripsi examination, they were failing to pay attention the grammar rules and ended making mistakes. The second is the students were having limited vocabulary, the students can not express their sentences clearly because they lack of vocabulary or they do not have enough of vocabulary. The last type of mistake is not perfect pronounciation and intonation, based on the data the students making mistake while speaking by using wrong or not perfect pronunciation, it can be caused by the students' use of first language accent or the students mixed between American accent and British accent.

The researcher analyzed the data based on Pratiwi (2018) theory to decided the students causes of mistake while speaking in skripsi examination. The causes of students' mistake while speaking in skripsi examination categorized as communication apprehension, test anxiety, lecturer' characteristic, and psychological factors. First is communication apprehension, the students was afraid of making mistake while presented their skripsi examination, the students also lack of vocabulary, making it difficult for them to communicate in a well-structured sentence. The last of communication apprehension is students lack of vocabulary, that is make the students felt they can not communicating in English because of lack in grammar rules that the students are afraid it can make misunderstanding during answer the question of examiners in skripsi examiation. The other cause of students' mistake during skripsi examination is anxiety. The students' lack of preparation is due to the fact that they do not have enough time due to their skripsi examination timetable. Another cause is lecturer's characteristic, it is make the students felt preasured during the skripsi examination. The last causes of students' mistake when speaking in skripsi examination is psychological factor, the students felt nervous at the first time while speech in front of several people.

Conclusion

Regarding on the result of the research and the discussion of students' words mistake in skripsi examination of English Education Study Program, there were three types of students' mistakes while presenting their skripsi examination, such as difficult to apply grammar rules which means wrong words can affect the grammatical formation, the limited number of vocabulary also means inappropriate word selection can affect the sentence produced, and not perfect pronounciation and intonation. Also, the causes of students' mistakes while speaking in skripsi examination categorized as communication apprehension, test anxiety, lecturer' characteristic, and psychological factors.

Suggestion

Based on the result of this research, the researcher put forward some suggestions for improvement in the future. The researcher hopes these suggestions are acceptable and helpful:

1. The students
   To improve speaking skill, it is better to practice all day and memorize a lot of vocabulary in order to be easier when producing words or making a sentence.

2. The next researcher
   For further researchers, it is hoped that they can examine more deeply the students' mistakes when speaking in public.
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