

**AN ANALYSIS ON SYNTACTICAL ERRORS OF STUDENTS' SPEECH
OF ENGLISH DEBATE SMK PGRI 2 KEDIRI (EDS2) MEMBERS**

THESIS



BY

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STATE ISLAMIC INSTITUTE OF KEDIRI
NOVEMBER 2022**

**AN ANALYSIS ON SYNTACTICAL ERRORS OF STUDENTS' SPEECH
OF ENGLISH DEBATE SMK PGRI 2 KEDIRI (EDS2) MEMBERS**

THESIS

Presented to

State Islamic Institute of Kediri

In partial fulfillment of the requirements
for the degree of Sarjanain Education Department

By

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NOVEMBER 2022**

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I certify that the thesis and the work contained in it are my own and the result of my own original study. Except as noted in quotations and references, it does not include any previously written or published items by another person. No component of this work has been submitted in support of an application for another degree or qualification at this or any other university or higher education institution. As a result, if there is a claim from others, I am the sole person responsible for the thesis.

This thesis is to fulfill the requirement for degree of *Sarjana (SI)* in the English Language Education Department State Islamic Institute (IAIN) of Kediri.

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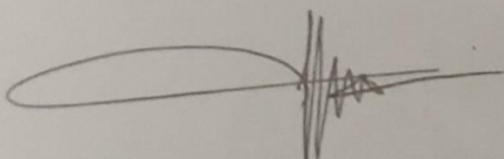
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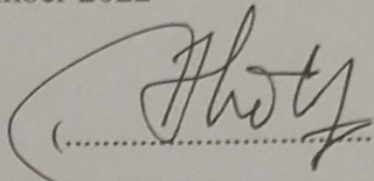
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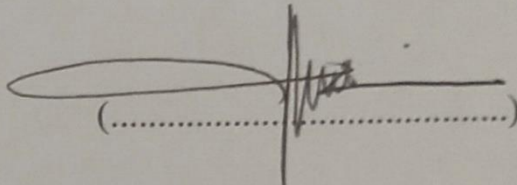
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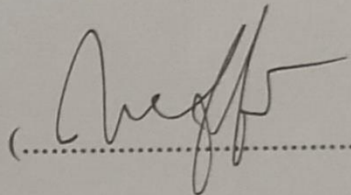
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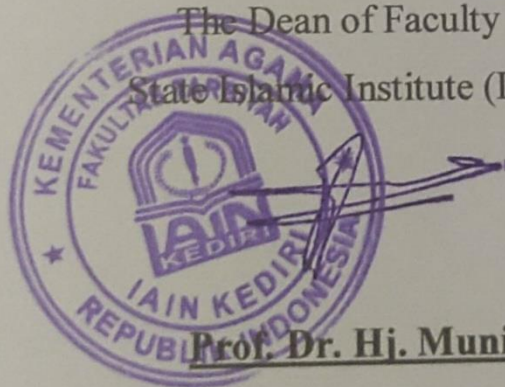
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MOTTO

“I’ve been waiting for too long”

“Speed, precision and strength!”

- Karrie-

Source : Mobile Legends Bang Bang (MLBB)

DEDICATION

Bismillahirrahmanirrahim

1. First of all, I would like to say grateful to Allah SWT who always gives me health, opportunity, and spirit to finish my thesis.
2. Secondly, to our Prophet Muhammad SAW Peace be Upon him who has guide us from the darkness to the brightness, namely *'addinul islam wal iman..*
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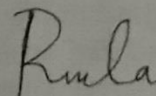
In the name of Allah, the most gracious and the most merciful. Praise the researcher gives to Allah SWT who has bestowed His grace and affection so that the researcher can finish this graduating paper. Sholawat are always presented to the lort of the Prophet Muhammad SAW who has led his people in the right way and brought human beings from darkness to the brightness. The researcher would like to express her big thank for her dearest parents, who had given prayer, strength, motivation, and their loves as long as time during her academic process. This thesis written to fulfill of the requirements fo the degree of Sarjana Pendidikan (S.Pd.) English Education Program.

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The researcher realized that the researcher was still far from being perfect. So, the research expected suggestions and comments from all the readers or other researcher who want to learn about this study. May Allah SWT the most almighty always bless all of us.

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ABSTRACT

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Keywords : *debate, errors, students speech, syntactical errors.*

Speaking is productive skills. It means that speaking is a practical language skill. Two classifications of speaking are monologue and dialogue. Debate is one of the speaking skills that can be done with your team. Debate also represents the speaker's ability to deliver the argument and the statement to strengthen their opinion to support or reject the motion. Debate was performed by students to see how far they know the material in the speaking such as their speaking performance, their pronunciation in speaking, also their participation in speaking learning process, and how they elaborate the issues to support or reject the motion (critical thinking).

The design of the study is descriptive qualitative error analysis. The data of this study were the debate transcript from government team and opposition team in English Debate SMK PGRI 2 Kediri (EDS2) in academic year 2022/2023. The data was obtained through the speech recording from the students. Then identifying error, classifying errors, calculating errors, and explaining errors. It is analyzed by using Dulay theory.

There were 6 types of syntactical errors in the SMK PGRI 2 KEDIRI (EDS2) students' speech of English debate members. They were: the students' error in noun found 19 errors; the students' errors in noun phrase found 7 errors; the students' problem in verb found 78 errors; the students' errors in adverb found 12 errors; the students' errors in subject-verb agreement found 87 errors; the students' errors in pronoun found 3 errors students was studentssyntactical errors in using verbs (predicate of the sentence). The types of error finds from the data gaining from error based on surface strategy taxonomy. There are 15 errors of Omission, 12 errors of Addition; Double Markings, 13 errors of Addition; Regularization or Overgeneralization, 11 errors of Addition; Simple Addition, 6 errors of Misformation; Regularization Error, 5 errors of Misformation; Archi-forms, 2 errors of Misformation; Alternating Forms, and 1 error of Misordering. The factors that influence this situation were mother tongue interference and ineffective traits of learning such as faulty application of rules and unawareness of the restrictions of rules that covers overgeneralization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypotheses.

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