

ERROR ANALYSIS IN ORAL PRODUCTION MADE BY STUDENTS OF CIVIL ENGINEERING A CASE STUDY IN ENGLISH TUTORIAL PROGRAM (ETP) AT UNIVERSITAS MUHAMMADIYAH SURAKARTA

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ABSTRACT

This research paper is aimed to classify the type of errors, analyze the frequency and dominant, and explain the sources of error. The type of this research is descriptive research. The research collects English Tutorial Program record as the source of the data. The research uses documentation method to select the data. There are 305 data containing of errors. The researcher use Clark and Clark theory and Dulay Burt, and Krashen theory to analyze the error. They are speech error, morphological error and syntactical error. In speech errors are filled pause (81, 96%), Repeat (44, 27%), Silent Pause (19, 67%), Stutters (6, 22%), Injection (1, 96%), correction (0, 65%), Slip of the Tongue (0, 98%). Morphological error are vocabulary error (1, 96%), Pronunciation (9, 83%), Omission of Bound (1, 63%). Syntactical error are omission of Modal (will) (1, 31%), omission of preposition (1, 31%), Question Construction (1, 31%) and the last Wrong in Word Selection (0, 65%).

Key Words: error analysis, oral production

INTRODUCTION

Speaking is the one of the four language skills, among other skills like Listening, Reading, and Writing. In our own language, speaking is usually the second language skill that we learn. Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking is fundamental to human communication. In our daily lives most of us speak more than write, yet many English teachers still spend the majority of class time on reading

and writing practice so that they almost ignore the speaking skill.

The students of English Tutorial Program in Universitas Muhammadiyah Surakarta have many problems when they practice speaking in every meeting. One of them is speech error that caused many reason from themselves, for example: "I was born at 13 October 1994" it mean "I was born at 13 of October 1994" or "I was born at October, 13 1994". That speech error occurred because the student has limited knowledge of grammar. Some of their speech errors were also speech errors they made. Some their speech errors were, *and I /*

do have a / this utterance contains a speech error, that is silent pause, the speaker pause one word before he moves to the next word. *My father names is, uh*, Sarwono this utterance contains filled pause, this is a kind of a pause error that contains filler *uh*. Then, *and / and he works in Hospital as a doctor* this is a repeat error, the speaker repeats a word *and* for twice. After that, *well, l-l-l-let me introduce myself* this is a stutter, the speaker speaks rapidly a syllable *l*. In *My opinion, uh, this program is the best way to improve our speaking skill*, this utterance contains an error, which is called interjection, and he pauses for a while with filler *uh* to think the next word that he is going to say. *Then, put a/an egg* this utterance is considered as a false start unrestricted, the speaker corrects *a to an*. Kinds of slip of the tongue (blend: two words which are mixed and selection error) are also existing in this program. Which is a mixture from words an and additional. The /ði: / lecturers of civil engineering are kind this utterance contains a selection error; the above should be pronounced /ðə/ because the following word is starting by a consonant sound. Based on the phenomena above, the writer conducted a study of speech errors made by students of civil engineering with a case study in English Tutorial Program class. In this study, the writer describes the type, frequency, dominant and sources of speech errors, made by Students of civil engineering in English Tutorial Program (ETP) in Universitas Muhammadiyah Surakarta, and

explains the sources of spoken interlanguage errors made by the students of civil engineering in ETP.

LITERATURE REVIEW

Outside the classroom, listening is used twice as often as speaking, which in turn used twice as much as reading and writing (Rivers, 1981). Inside the classroom, speaking and listening are the most often used skills (Brown, 1994). They are recognized as critical for functioning in an English language context. Both teacher and learners have low literacy levels (in English or their native language) or limited formal education. They also come from many language backgrounds with the drive to incorporate workforce of reading skill as reporting, negotiating, clarifying, and problem solving (Grognet, 1997).

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning is dependent on the context in which it occurs, including the participants themselves, their collective experiences the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

However, speech is not always unpredictable. Language function (or pattern) that tends to recur in certain discourse situation can be identified and charted, according to Burns and Joyce, (in Fauziati, 2010: 16). For example, when a salesperson asks “

May I help you ?” the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*Linguistic Competence*), but also that they understand when, why, and in what ways to produce language (*sociolinguistic competence*). Finally, speech has its own skills, structures, and conversation different from written language Burns & Joyce, 1997; Carter & Mc Carthy, 1995; Cohen, 1996 (in Fauziati, 2010: 16). A good Speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

People usually try to plan word by word in their mind, and then they execute it or produce it. When people produce word, then, they pause for a while before moving on to the next word, it is considered as a silent pause (e.g. Turn on the heater / switch). If there is filler in their pause such as: uh, you know, you know what? Guess what? em, it is considered as a filled pause (e.g. Turn on, uh, the heater switch). Repeat, is a speech error when the speakers are repeating one or more than one word in a row (e.g. Turn on the heater / the heater switch). Next, it is false start. There are two kinds of false start: unrestricted and retraced. Unrestricted false start occurs when speakers false in starting speech, then the speakers make a correction of a

word (e.g. turn on the stove / heater switch). Meanwhile, retraced false start is repetition of one or more than one word before the corrected word (e.g. turn on the stove / the heater switch).

Other type of speech error is correction. It is like a false start, but it contains an explicit correction, such as, I mean, rather, or that is, (e.g. turn on the stove switch—I mean, the heater switch). The next is interjection. It is like a hesitation pause, it indicates that the speakers have had to stop to think about what to say next. The interjection in English often emerges with the sound oh, ah, well, say, (e.g. turn on, oh, the heater switch). The next type is stutter. Speakers who stutter speak rapidly the same sound or syllable (e.g. turn on the h-h-h-heater switch). The last type of speech errors is slip of the tongue. Speakers may make error in sounds, word parts, words, and even sentence structures. These can be considered as slip of the tongue.

According to Dictionary of Language Teaching and Applied Linguistics (1992) a learner makes a mistake when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance. Mistakes can be self-corrected when attention is called. Whereas, an error is the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning. In other words, it occurs because the learner does not know what is correct, and thus it cannot be self-corrected.

RESEARCH METHOD

This study is descriptive research. The writer describes Speech error in English Tutorial Program made by students of civil engineering of Universitas Muhammadiyah Surakarta. This research was conducted on October until December, 2016. The subject of this study is students of civil engineering; which focuses on 30 records in English Tutorial Program. The data are taken from informant and document. The technique of collecting data are collecting the records, listening, observing and identifying the data, analyzing the data based on the type of error and classifying the type of error. The procedures of analyzing data are reduction the data, display the data and conclusion or verification.

FINDINGS AND DISCUSSION

Based on the analysis of the data that have been conducted, the writer found errors in oral production in English Tutorial Program made by students of Civil Engineering of Universitas Muhammadiyah Surakarta that consist of four problem statement as follow:

A. Type of Errors

Based on the data, the researcher finds three classifications of error; they are speech error, morphological error and syntactical error.

1. *Speech Error*

1) Filled Pause

Filled pause means a gap filled by speech sound. Filled pause occurs when the speaker tries to find the next

word when they speech and produce speech sound such as *umm*, *aaa*, *ee*, *etc.*

The writer found some sentences of filled pause in English Tutorial Program. the example “Hello my name is aa Kukuh Syarifudin”. According to this example, the student hesitated and embarrassed to a moment, but she preferred to fill a gap by producing sound “aa” while planning and thinking of what she or he would say next word. Then, after getting the word the student continued the speech “My name is Kukuh Syarifudin”.

The writer found 135 utterances containing filled pause. In this section, the writer provides 5 sample utterances that contain filled pause.

- (1) My friend goes to work in the *aa/* other province.
- (2) I live *emm/* in Mantingan.
- (3) I want to give my opinion about *aaa/study* in UMS.
- (4) I have *aa* many friend.
- (5) *aa/* I have one father.

The example showed that speakers got difficulties to utter the exactly word. So, they think the next word to continue their speech by producing “*amm*, *emm*, *aa* and *arr*”. In the sentences one, the students got trouble to find the next word. It is showed by the students used filled pause. After saying “My friend goes to work in the..”, the students hesitated for a moment. But she preferred to fill a gap by producing sound “aa” while thinking the next words.

2) Silent pause

Silent pause is a period of no speech between any words when speaking.

Silent pause occurs when the speaker takes a second or more between words. It means the speaker keeps silent when they get difficulty to find the next word to say not take breath.

There is one of sentences of silent pause. *"I wake up every (0.4) Subuh than I sweep (0.2) for a while"*. After the word "I wake up every". The student stopped and kept silent for *4 second*. The student completed the sentence by saying "Subuh, than I sweep" then the student stopped again for *2 second*. Then the student completed the sentence by saying "for a while". According to the example, the students might get difficulty to find the words. The speaker did silent and stopped her speech, because her mind was planning and thinking of the next word what he would say. Based on the example above, this phenomenon is known as silent pause.

From English Tutorial Program, the writer found 25 utterances containing silent pause. The followings are the example of silent pause.

(1) I wake up every (0.4) Subuh, than I sweep (0.2) for a while.

(2) After that I wake up to (0.3) sweep my yard, and to get some fresh air.

(3) My major is (0.5) Civil Engineering.

(4) I feel so happy and I (0.3) really enjoying.

(5) I think it very (0.2) good, because (0.2) in UMS I feel so happy.

The examples showed that the students in English Tutorial program especially students of civil engineering stopped their speech not for taking a breath, but

they got difficult to express their idea, to remember the material that they had prepared before.

In the sentence one, the student had difficulty to find the next word. The student was silent for *"4 second and 2 second"* without producing any speech. She stopped her speaking more that time of breathing. It showed that she was planning and thinking what she would say next.

In the second sentence, the student had difficulty to find next word. The student was silent more that *"3 second"* without producing any speech. The student was silent to think until she found the word "sweep". Although the speaker had prepared her speak, but she got trouble when the student showed up in English Tutorial Program.

Sentence three was similar to the sentence in the example number one. The student in the sentence three was also silent for *"3 second"*. He stopped her speech after she said the word "is" he was silent until he could complete the sentence with the words "Civil Engineering". It showed if the student got difficult to remember the word well.

In the sentence four and five, the students were silent more that *"0.2 second"*. They were not finding the next word quickly. According to the example the students on the sentences explains before stopped their spoken to think and plan the word what would say next.

3) Repeats

Repeats mean that the speakers are repetition of one or more word in a

row. The speakers usually repeat one or more word caused they forget to utter the next word, so they repeat the word said before. In the data the writer found repetition for example, “*I live at, - live atberjo*”. It was error because the students repeat the word early. Not all of repeats that made by students in the English Tutorial Program class are included in speech error. For example “I think is is very very very good”. According to the example the speaker sometimes used repetition to emphasize their utterance and to make their audience more active in the class. The writer found 65 utterance containing repetition in the data. The followings are the examples of repeats from English Tutorial Program, there are:

- (1) I want to talk *about /about expressing like/expressing like* an example is....
- (2) After that *in/in* 5 pm.
- (3) My friends and I go to *playfootball/playing football*.
- (4) *My brother’s / my brother’s* job is teacher.
- (5) *Do you have/do you have any* employment encounters at the same position?

Those examples were utterances containing repeats, they were error because the students repeat the word early until they could continue and found the next word.

4) Stutter

Sometime the students in the English Tutorial Program produced speech error when they taught, for example is stutters. The example of stutter according to Clark and Clark

(1997:263) in Fauziati (2009) is “turn on the h-h-h- heater switch”. The example show if the speaker got difficulty to say the same sound or syllable.

In the data, the writer found 19 utterance containing stutters of errors such as “ I have a video a-a- are you sure?”. The student in the example actually was planning the next word to say. But, she got difficulty when uttered “are”. Before uttering the word “are” she repeated “a” twice before uttering “are”.

The other example stutters are:

- (1) H-h how about those Job?
- (2) And what your pos-post-position their?
- (3) Where do u-u-u you work?
- (4) S-s-s she is an English teacher.
- (5) Oh, yeah, May-May- maybe sometime you can meet him.

5) Interjection

The next common type of speech error is interjection. Interjection means the speaker stops for a while to get next intended word. In interjection the speaker stops for a while to get next intended word. In interjection the speaker usually produces the sound such as “oh, yak, anu, apaetc when got the intended word. The write found 6 utterances containing interjection from English Tutorial Program. For example “yak I want to tell you about UMS” this utterance showed that the student stopped to find subject “I“. In the utterance “yak” showed that the student found the name.

There are other examples of utterances containing interjection in the data.

(1) In this chapter, *apah, apah* I would like describe about direction.

(2) The honorable the headmaster of *anuapah* SMA Negeri 01 Tanjung.

(3) One of the reasons is that our education is *apa yah* expensive.

(4) Let's begin with improving *apaitu* our achievement with studying hard for the sake of our education.

(5) *Yak*, I hope this speech that I deliver today will be useful for you all.

The first and the second example, the students have confused to say the next word. The student in the example of one was silent at a moment and uttered "*apah, apah*" before she uttered "I would like describe about direction", to show if she was confused. That also happened in the example number two, the student got confused and she was silent at a moment. She uttered "*anuapah*" before the successes to utter "SMA Negeri 01 Tanjung". It was showed that the student got difficulty to find the intended word.

In the examples of number three and four, the students had difficulty to find the next word. The student in example number one might forget what he had to say. So, he stopped at a moment and exclaimed "*apaya*" when he found the word "expensive". The student in the example number four also got difficulty to say the next word. She stopped at a moment to think the next word and exclaimed "*apa yah*" when she found the word "our achievement with studying hard for the sake of our education".

The student in the example of number five got trouble the similar to the examples number three and four, they

produced the same sound "yak". In this example the student might feel confused and got trouble to end her meeting. She was silent at a moment to think the next word. She exclaimed "yak" when she remembered the word "I hope this speech that I deliver today will be useful for you all" to end her speech.

6) Correction

Correction is common types of speech error. Correction contains an explicit correction such as "I mean, rather, sorry". The function of explicit correction is to mark the phrase as a correction and followed by the correction words. In spoken, the speaker was using correction to correct their speech. When the speaker used explicit "I mean, rather and sorry" automatically the listeners known that the speaker made an error and tried to correction by using the explicit word.

The writer found some corrections in English Tutorial Program. such as, "the second *hateeh sorry* hit the frying pan by using a medium flame" according the example, the student corrected her speech by using an explicit word "*eh sorry*" and continued her speech by using the right sentence.

In the data of error in English Tutorial Program, the writer found 2 utterances that containing correction. There are:

(1) I life at *eh* I live at Jl Rajawali No. 02 Semarang.

(2) She are *eh* she is a kind person.

Those examples showed that the students corrected their speech by using explicit word "*eh*" and

continued the speech with corrected word.

7) Slip of the tongue

Speaker may make errors in sound, word part, words, and even sentence structure. Slip of tongue defined as unintended, non-habitual deviation from a speech plan (Dell in Poulise, 1999: I, in Fauziati, 2009: 78).

In the data the writer found 3 data containing slip of tongue, For examples:

- (1) Because Allah gives *as*.... Give us the mercy and blessing
- (2) So we can *meat* we can meet together in this place.
- (3) As we *now*.... As we know.

Those examples are utterances containing slip of tongue. The students in the example of number one until number three made similarity in their error. They were wrong when uttered the word, for example when the student would to say “we can meet” the student produced slip of tongue and word “we can meet” to be “*we can meat*”.

Table 1

The type of Speech Error

No	Types of Speech Error	Example	Total
1.	Filled Pause	I want to give my opinion about <i>aaa</i> study in UMS.	135
2.	Silent Pause	I feel so happy and I (0.3) really enjoying.	25
3.	Repeats	My friends and I go to <i>play football playing football</i> .	65
4.	Stutter	Where do u-u-u you work ?	19
5.	Correction	She are <i>eh</i> she is a kind person.	2
6.	Interjection	In this chapter, <i>apah, apah</i> I would like describe about direction.	6
7.	Slip of Tongue	As we <i>now</i> As we know.	3

2. Morphological Error

Morphological error means the structure of words, how words are formed, and how the parts fit together. If the students got the wrong morpheme in the wrong place at the wrong time, the students committed a morphological error. In morphological

errors the writer found 3 types of morphological error.

1) Omission of Bound Morpheme [-s] as Plural Marker

Omission is a type of error which is characterized by absence of an item that might appear in well-formed utterances. As an example in grammatical word such as noun and verb inflection (-s, -ed, -ing). Language learners omit grammatical morphemes much more frequently than content word. Within the set of grammatical morphemes, however, some were likely to be omitted for a much longer time than other.

In the data, the writer found five utterances that contain omission of bound morpheme [-s] as plural marker. For example, “I have *twobrothers*in my family, they are Adith and Hafidz”. The speaker made a grammatical error when she uttered “*two brothers*”. It was clearly un-corrected form, because indefinite numeral numeric “two” which have meaning plural, so it is should be followed by Noun (N) and morpheme [-s/ -es]. Word brother was plural form.

The writer found five utterances containing omission of bound morpheme [0s] as plural marker. The other examples in the data are as follows:

- (1) I have some *dream*.
 - (2) I went to some *beach* in Gunung Kidul Yogyakarta.
 - (3) You can walk 500 *meter* from pesma.
 - (4) There are 4 *building* in campus I.
- Those examples showed that the speaker make grammatical error. The

speaker omitted morpheme [-s]. In the example of number one, the in defined numeral adjective “*some dream*” as plural form. So, the corrected sentence should be “I have some dreams”. The word “dream” should be added by bound morpheme [-s]. It was similar to the example of number two. The word “beach” need morpheme [-s] to show plural form. The right sentences should be uttered “ I went to some beaches in GunungKidul Yogyakarta.

In example of number three, the word “*500 meter*” was plural so the corrected sentence was “You can walk 500 meters from Pesma”. It was similar to the example of number fourth the word “building” needs morpheme [-s] to show plural form. The right sentence should be uttered “there are 4 buildings in campus I”.

2) Pronunciation

Pronunciation means production of sounds that we use to make a meaning when speaking. It includes intonation, stressing, timing, phrasing, rhythm (supra segmental aspect), how the voice is projected (voice quality), and in its broadest definition, attention to gestures and expressions that are closely related to the way speak a language.

In English Tutorial Program the students might have an error when they were producing sound. The writer found 30 utterances containing error when produced sound. For example “*it has so many natural resources that can be used*”. The student made an error when she uttered the word “*resources*”. The word “*resources*” should be pronounced as [rɪ'zo:s], but

she uttered it as [rɪ'su:s]. It showed that she made an error by using vowel sound [o] rather than [u] when she uttered the word “resources”.

3) Vocabulary

According to Selinker (1997) in Fauziati (2009) the learners sometimes utilized code switched from English into Indonesia. Tarone (1981:61) also gave emphasizing that they do not make any modification to the words. In the other words, she learner has full replacement Indonesian words, such as “*a siapa ya, you and me*”. In this example showed that the student used Indonesian when he was speaking. Perhaps in her mind, the student actually knew the lexical English that he would to use “who”. The mother tongue in certain condition such as in the English Tutorial Program could influence the speaker to make an error, so the student used “*a siapa ya*” to replaced “who”. The writer found 6 utterances containing vocabulary error. For example are :

- (1) Seperti yang kita ketahui bahwa cuaca di Negara kita tidak menentu waktunya.
- (2) So, perkuliahan di tehnik sipil itu seperti diskusi.
- (3) Semacam apa itu mbak? Nah bulat tapi tidak sempurna bentuknya.

Those examples showed that the speaker used full Indonesian such as the examples showed that the example above, except to example number two. Mother tongue in certain condition such as in the English Tutorial Program could influence the speaker to make an error. Such as example one, the student uttered “Seperti yang kita

ketahui bahwa cuaca di Negara kita tidak menentu waktunya”. He should use full English “as we know that the climate in our country is always changing”. In example number two, the students combined English and Indonesian. At the beginning of the sentence the student used English “So”, he might felt confused to continue the sentence and he resolved her speech by using Indonesian and uttered “perkuliahan di tehnik sipil itu seperti diskusi”.

Table 2
The Types of Morphological Error

No	Types of Morphological Error	Example	Total
1.	Omission of Bound Morpheme {-s} as plural marker.	I went to some <i>beach</i> in Gunung Kidul Yogyakarta	5
2.	Pronunciation Error	it has so many natural resources that can be used	30
3.	Vocabulary Error	Seperti yang kita ketahui bahwa cuaca di Negara kita tidak menentu waktunya.	6

3. Syntactical Error

Syntactic is related to the rules of language. Such as, word, phrase, clause and sentence. In syntactical errors the writer found 4 types of morphological error.

1) Omission of Modal {will}

Modal is a verb that combines with another verb to indicate mood or tense. A modal is also known as a modal auxiliary and expresses necessity, uncertainty, ability or permission. Modal must be followed by verb one (VI), modal has no –s/es, -ing, to and –ed.

In the data the writer found 3 utterances containing omission of modal {will}. There re :

(1) I am sure you (...) *already* know and maybe be better than me.

(2) I (...) *calling* you later after the governing body settle on a choice.

(3) We hope the policy that the government made (...) *make* our education quality better.

In the example of number one the students made an error before he uttered the word “already”. Before the word “already” he should used modal “will”. According the example the right sentence is “I am sure you will already know and maybe be better than me” and after modal “will” must followed by V1 not Ving.

In the example of number two the student made an error before she used the verb one in her uttered. He should use modal “will before he uttered the word “calling”. And the word “calling” should utter as “call”. Because modal “will” must followed by V1 not Ving. The error in example before also happens in example number three. The students were not using the modal “will” before they uttered the verb one “make”.

2) Omission of Preposition

Preposition is the word that use before noun or pronoun. It is used to show the relation between noun and pronoun with other word in a sentence. The example of preposition is in, on, at, from, etc.

In the data the writer found 4 utterances containing omission of preposition in English Tutorial Program. they are :

(1) I live (.....) my home to Tegal Rejo Janti Street.

(2) It (...) so beautiful to live here peacefully with different culter, language, and religions.

(3) But for those who live (...) lower economic class, the cost of our education is beyond their reach.

(4) This rank (...) lower than in 2010.

In the example of number one the students made an error. Because he does not use preposition to show the object "home". That showed when he uttered "live". He should use preposition "in" after she uttered the word "live" to show the object, because the word "live and in" cannot be separated. The example in number two was similarity to the example number one.

In example of number three, it showed that the student also added an error. The student uttered "it". He should add the preposition "is" because the word "it" and "is" cannot be separated. Correspondingly, in the example number four, the student had an error before he uttered the word "lower". She should use the preposition "is" before uttered word "lower".

3) Question Construction

In question construction the writer found one types of an error. It was "omission of auxiliary verb". Auxiliary verb was same as modal. It used to make negative sentence and interrogative sentence or questions. In the data the writer found 4 utterances containing omission of auxiliary verb.

The example are :

- (1) Dhea, what (.....) you think about good friend?
- (2) What (.....) she does?
- (3) (...) you like Madrid?
- (4) Where (...) you work Rudi?

In the example of number one, the student did not use auxiliary verb after WH Question "What". He should use auxiliary verb "do" before "you think about good friend". It was incorrect, so, the corrected sentence was "Dhea, what do you think about good friend?" The example number two, the student did not use auxiliary verb before WH question "what". She should use auxiliary verb "do", because after that auxiliary he used pronouns "she". Example number three and four has similar error. The students did not use auxiliary verb "do" when they made question word.

B. The Frequency of Each Type of Error

In the data taken from English Tutorial Program, the writer does not find all types on speech error based on the theory of Clark and Clark. The writer just found seven from nine types of error. The writer also found other types of error such as morphological error, syntactical error, pronunciation error and vocabulary error. However, the frequency of each error is difference.

The writer determined the frequency of each error by referring to the theory of Walizer edited by Sadiman. The researcher determined the frequency of each by continuing used the formula as follows:

$$\text{Error percentage} = \frac{\text{The Number of Error}}{\text{The Total Number of Data}} \times 100\%$$

Notes: P: The percentage; F: The frequency ; N: the sum of the frequency

After classified the data based on types of errors in research finding above, the

writer found the frequency of each type of errors and the percentage of each error follows.

Table 3
Types of Errors and Their Percentage

No	Type of error	N	%
Speech Error		250	81,96%
1.	Filled Pause	135	44,27%
2.	Repeat	60	19,67%
3.	Silent Pause	25	8,19%
4.	Stutters	19	6,22%
5.	Injection	6	1,96%
6.	Correction	2	0,65%
7.	Slip of the Tongue	3	0,98%
Morphological of Bound		41	13,44%
1.	Omission of Bound	5	1,63%
2.	Pronunciation	30	9,83%
3.	Vocabulary	6	1,96%
Syntactical Error		12	4,59%
1.	Omission of Modal (will)	4	1,31%
2.	Omission of Preposition	4	1,31%
3.	Question Construction	4	1,31%
4.	Wrong in Word Selection	2	0,65%

The data from the table above provide percentage each type of error utterance. There are speech error, morphological error, syntactical error, pronunciation error and vocabulary error. The total of the data are 305 utterances. The writer found 250 utterance or 81, 96% of speech error, 41 utterance or 13, 44% of Morphological error, 12 utterances or 4, 59% of Syntactical error.

The writer divides each type of error in detail. The first, the writer divides speech error into seven types, namely: filled pause, repeat, silent pause, stutters, interjection, correction, slip of the tongue. The writer found (1) 135 utterance containing filed pause or 44,26% , (2) 60 utterances containing of repeats or about 19,67%, (3) 25

utterance containing of silent pause or 8,19%, (4) 19 utterance containing of stutters or 6,22%, (5) 6 utterances containing interjection or 1,96%, (6) 2 utterance containing of corrections or 0,65%, (7) 3 utterance containing of slip of the tongue or 0,98%.

The second, morphological error is divided into three types, namely: omission of bound morpheme {-s} as plural marker, pronunciation error and vocabulary error. The writer found 5 utterance containing omission of bound morpheme {-s} as plural marker or 1, 63%, 30 utterance containing pronunciation error or about 9,83% , 6 utterance or about 1,96% including to vocabulary error.

The third is in omission of modal (will), omission of preposition, question construction, wrong in word selection. The writer found 4 utterance including in omission of modal (will) or about 1,31%, 4 utterance containing omission of preposition or 1,31%, also 4 utterances containing question construction or about 1,38% and 2 utterances containing wrong selection or 0,65%.

C. The Source of Error

In this part, the writer presents the sources of error in oral production especially by the non-native speaker. There are three possible sources in the process of delivering speech, namely: social reason, psychological reason and cognitive reason.

a. Cognitive Reason

Cognitive is the study of mental process, such how the people think, remember, learn and they perceived that they were being observed. In

cognitive reason, the student needs brain processing to process information and the information uttered by speech. For example is the topic in English Tutorial Program, the topic is impromptu speech. The topic may make the students difficult to speak well, because they are thinking more to plan the word to tell the impromptu speech for example the title is "Drug". Such as in English Tutorial Program, the students have complex situation where they must speak up in front of audiences and make them understanding what the speaker say.

Generally, when the students deliver their material in English Tutorial Program, they use filled pause such as produced sound emm, aaa, eee, etc. For example when the students presentation of their speech "*Drugs are one mmm// types of psychotropic medication.*" They were producing "emm" when they were thinking the next word. After they got intended word, the students continued their speech by saying "*of psychotropic medication.*"

The students hesitated in a moment until he could say the next sentence, because they tried to remember and plan the next word to be a completed sentence. It was difficult for the students, because they should produce word and sentence spontaneously in the same time and remember the material that they have prepared.

b. Psychological Reason

The second source is psychological reason. In certain condition, the students may produce an error when

the speech, such as anxious, nervous, in hurry or other students may feel difficult to produce speech.

In English Tutorial Program, when the students delivered their speech, they might feel nervous. It is because they should speak up and stand up in front the other friends and explain the topic that they got before.

For example, "*I will/ I/ I will explain about Drugs*". The student made speech error in a one moment there were repeats and filled pause, in the second example, the student made speech error stutters. The students were nervous and might be confused.

c. Social Reason

Social reason is the last reason that caused error. The relation between the speaker and the listeners is the influence to the speaker when the speaker is delivering their speech or their material. Usually, the speaker falls as unlucky person who should teach the audience that have easier position than speaker.

In English Tutorial Program, the students not only got attention from their friend but also they got attention from their tutor or teacher. In this condition, the students might produce a lot of error. Such as, the students made grammatical error, pronunciation error and slip of tongue when they were speaking.

For example, "I hope [hup] my speech that I give you aaa is useful for us". The example showed that the student take a few second to utter this material by producing sound "aaa", and incorrect pronunciation in the word "hope". In this condition the students

felt in under pressure, because they were should deliver and explain their material to their friends in a short time. In the same time their tutor assesses their performance to give score and review about their performance.

CONCLUSION

The writer found three kinds of error, there are: speech error, morphological error and syntactical error. Based those types of error, the writer found speech error classified into seven types: (1) filled pause, (2) repeats, (3) silent pause, (4) correction, (5) interjection, (6) stutter and slip of tongue. In pronunciation error the writer classifies into three types, namely: (1) omission of bound Morpheme [-s] as plural marker, (2) pronunciation and (3) vocabulary. Then syntactical error the writer classified into four types, there are: (1) omission of modal [will], (2) omission of preposition, (3) question construction and (4) wrong in selection.

The frequency of error made by the students of Civil Engineering in English Tutorial Program, from the error utterances, the writer found 250 utterance or 81,96% of speech error, 41 utterance or 13,44% of morphological error, 12 utterances or 4,59% of syntactical error. In speech error, the writer finds 135 utterances containing filled pause or 44,26% , 60 utterances containing of repeats or about 19,67% , 25 utterances containing of silent pause or 8,19%, 19 utterances containing stutters or about 6,22%, 6 utterances containing

interjection or 1,96%, 2 utterances containing of correction or about 0,65%, and 3 utterances containing slip of tongue or about 0,65%. In morphological error, the writer finds 5 utterances containing omission of bound morpheme {-s} as plural marker or about 1, 63%, 30 utterances pronunciation error or about 9, 83% and 6 utterances or about 1, 96% including to vocabulary error. In syntactical error, the writer found 4 utterances containing omission of modal (will) about or 1,31%, 4 utterances containing omission of preposition or 1,31% , 4 utterances containing question construction or about 1,31% and 2 utterances or 0,65% containing wrong in word selection, from the frequency, the writer assumes the dominant error of this research is speech error especially filled pause.

The source of error made by students of civil engineering in English Tutorial Program, the writer also found the causes that make the utterances become error, there are: (1) cognitive reason, (2) psychological reason and (3) social reason.

As the result, since the writer found 305 error utterances, the writer presumes that the speaker in English Tutorial Program of Universitas Muhammadiyah Surakarta still make a lot error in their speech. Speech error is the error the occurred often, especially filled pause.

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