

**ERRORS IN SPEAKING ENGLISH MADE BY STUDENTS
OF ENGLISH DEPARTMENT
OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA**



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Proposed by:

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**ERRORS IN SPEAKING ENGLISH MADE BY STUDENTS
OF ENGLISH DEPARTMENT
OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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Abstract

The researcher writes this research to describe the type of errors in speaking English of English Department of Muhammadiyah University of Surakarta, describe the frequency and the dominant, and explain the sources of error.

The type of this research is descriptive qualitative research. The researcher collects micro teaching video from her friends. The researcher makes the transcript of the video as the source of the data. The researcher uses documentation method to select the data. There are 212 data containing of errors.

The researcher uses Clark and Clark theory and Dulay, Burt, and Krashen theory to analyze the errors. The researcher divides the errors into three classifications. They are speech error, lexical error, and grammatical error. In speech errors are repetition (27,4%), unretraced (4,3%), retraced (6,6%), filled pause (20,3%), silent pause (9,9%), stutters (1,9%), correction (0,9%), and slip of the tongue (0,5%). Lexical error is wrong choice of word (0,9%). Grammatical errors are omission of auxiliary in question (6,1%), omission of "to be" (2,4%), addition of "to be"/ verb (7,6%), omission of "do" in negative sentence (0,5%), addition of "do" in question (1,9%), addition of preposition (2,8%), misordering(0,9%), the use of V-O instead of V-ing (0,5%), addition of "to" after auxiliary (1,4%), and wrong choice of verb (3,3%). The sources of speech error are cognitive and psychological reason. The sources of lexical and grammatical error are interlingual and intralingual transfer.

Keyword: speaking English, error

INTRODUCTION

Error seems as a natural process of learning. According to Fauziati (2009:168), "Error is considered as an inevitable and positive part of that process". Errors could exist in the English skill such us listening, speaking, reading, and writing. Learners or Students of English Department of Muhammadiyah University of Surakarta from the first semester to high semester possible make error. The errors can be simple error or complex error. The students who know more knowledge or rule of English will decrease

making error. Although the students are on high semester, but they don't master the rule of English, they will make many errors in their speaking. The students must know the type of errors. The knowing of knowledge of errors, the students can decrease making error and improve their speaking skill. So, the students can master the English, especially in the skills.

There are many other researchers that related to this researcher. The first is Inayah (UMS,2009), entitle "An Analysis of speech Errors on SAS FM RADIO PROGRAMS: A Psycholinguistic Approach. The aims of this research are to describe type of speech errors, describe dominant of speech errors, and also the sources of speech errors found in the conversation of broadcaster and the callers in SAS FM interactive English Programs: SAS SUNDAY WORK OUT and SAS SUNDAY LUCKY DAY. The type of the research is qualitative. The data is conversational texts of the conversations of the broadcaster and the callers. The researcher collects the data by recording the conversations of broadcaster and the callers in SAS FM interactive English Programs. Then the researcher makes a conversational text and makes a list of data. The researcher classifies type of the speech errors and their sources based on Clark and Clark theory. In finding dominant, the researcher refers to theory of Walizeradited by Sadiman. The results of this research are silent pause (7,3%), filled pause (55%), repeats (11%), retraced false starts (5%), unretraced false starts (4%), corrections (3,2%), interjections (2,45%), stutter (3,2%), and slips tongue (9%). The sources of slip of tongue is caused by difficulties in forming the articulatory muscles in execution, while other errors are caused by difficulties in planning and executing speech in the same time.

The second is Purnawati (UMS,2009), entitle A Study on Speech Error on Damashinta Sunday Work Out: A Psycholinguistic Approach. This research is aimed to give a description of speech error phenomena which occur in one of the English programs on Damashinta FM in Pekalongan, to know the types of speech error, to know the frequency of the each type of speech error, and to know the source of speech error. The type of research is qualitative. The data is conversational text. She records English conversation on Damashinta Sunday Work

Out as the source of data. The data are all utterances containing speech errors made by the broadcasters and the callers in that program. The researcher analyzes data based on psycholinguistic approach by Clark and Clark. She identified 9 speech errors with frequencies as follow: silent pauses (40 or 19,05%), filled pauses (105 or 50%), repeat (23 or 10,95%), retraced false start (9 or 4,3%), unretraced false start (3 or 1,3%), correction (14 or 6,67%), interjection (1 or 0,47%), stutter (12 or 5,7), and slip of tongue (3 or 1,43%). The sources of the errors are the result of gross difficulties of the speaker to plan and execute at the same time, and the result of more localized difficulties speakers has in forming the articulatory program to guide the articulatory muscle in the production of sounds.

This research talks about error in speaking English. The aims are to describe the type of error, to describe the frequency, to describe the dominant, and to explain the source of error. This research uses speech error theory and combines it with error analysis procedure. This research expands the aim and the theory of the other researches. The other researches use speech error to analyze their data, and this research uses speech error and error analysis to analyze data. It shows that this research describe different view from other researches. The error is divided into three classifications. They are speech error, lexical error, and grammatical error.

UNDERLYING THEORY

1. Speech Production

Clark and Clark stated that “Speaking, therefore, appears to be divided into two types of activity—planning and execution” (Clark and Clark, 1977:224). Planning and execution have process. There are five processes. The first is discourse plan. The speaker decides the discourse that they want to take. For example is telling story. The second is sentence plan. The speaker should select the appropriate sentence to discourse. The next is constituent plan. The speaker decides the sentence, and then the speaker plans the constituent. The fourth is articulatory program. The speaker puts

then sentence into articulatory program. The last is articulation. The speaker executes the contents.

2. Component of Speaking

According to Brown (2001:272), there are micro skills of speaking as follow: produce chunks of language of different lengths, orally produce differences among the English phonemes and allophonic variants, produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours, produce reduced forms of words and phrase, use an adequate number of lexical units in order to accomplish pragmatic purpose, produce fluent speech at different rates of delivery, monitor your own oral production and use various strategies devices (pauses, fillers, self correction, backtracking) to enhance the clarity of the message, use grammatical word classes, systems, word order, patterns, rules, and elliptical forms, produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences, express a particular meaning in different grammatical forms, and use cohesive devices in spoken discourse.

3. Speech Error

Clark and Clark (1977:263) there are common types of error. Clark and Clark classified speech errors into nine types.

Name of speech errors	Example
Silent pause	Turn on the // heater switch
Filled pause	Turn on, uh, the heater switch
Repeats	Turn on the heater/the heater switch
False start (unretraced)	Turn on the stove/heater switch
False start (retraced)	Turn on the stove/the heater switch
Corrections	Turn on the stove switch-I mean the heater switch
Interjections	Turn on, oh, the heater switch
Stutters	Turn on the h-h-h heater switch
Slip of tongue	Turn on the sweeter hitch

4. Source of Error

Clark and Clark (1977:271), there are three sources of speech error, as follow:

a. Cognitive reason

“People usually take longer time to produce sentences which deal with abstract things than concrete ones”.

b. Psychological or affective reason

“When people are anxious they become tense, and their planning and execution of speech becomes less efficient”.

c. Social reason

“Speech plan seems difficult when conversation takes place under pressure”.

5. Error Analysis Procedure

a. Identification of error

It is the distinction between errors and mistakes. “Error occurs because the learners do not know what is correct” (Ellis, 1997:17). According to Ellis (1994:51), “Mistake are performance phenomena and regular features of native speaker speech, reflecting processes failures that arise as a result of competing plans, memory limitations, and lack of automaticity”.

b. Description of Error

According to Ellis (1997:18), “Error can be described and classified into the types”. According to Heidy, Burt and Krashen (1982:154), “Omissions are characterized by the absence of an item that must appear in well formed utterance”. The example is John a new student (taken from Fauziati (2009:145). The next is addition. “Addition is the opposite of omission, they are characterized by the presence of an item which must not appear” (Heidy, Burt and Krashen, 1982:156). The example is in over here. “Misformation is characterized by the use of the wrong form of the morpheme or structure” (Heidy, Burt and Krashen, 1982:158). The

example is the dog eated the chicken. The last is misordering. According to Heidi, Burt and Krashen (1982:162), “misordering is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance”. The example is “what daddy is doing?”

c. Explanation of Error

Errors can be classified into two. The first is competence (errors). According to Ellis (1994:58), the sources are transfer, intralingual, and unique. The second is performance (mistake). The sources are processing problems, and communication strategies.

There is the relationship between speech error and error analysis. In the micro skills, there is statement that produces fluent speech at different rates of delivery. It is related to speech error theory. The other statement in micro skill is using grammatical word classes, systems, word order, patterns, rules, and elliptical forms. It is related to error analysis theory. So, criteria of speech error and error analysis include to micro skill of speaking and this research can be analyzed by speech error theory and error analysis theory.

METHOD

In this research, the researcher applies descriptive qualitative method. The subject of this research is the students of B of micro teaching class. They are eight semesters of 2009 years of English Department at Muhammadiyah University of Surakarta. The number subject of data is eleven students. The object of the research is utterance containing errors by the students of English department of UMS in videos of micro teaching.

The data of this research are in the forms of utterances containing errors taken from transcription of video micro teaching which means data source of the research, it is a script. The number of the data is 212 utterance containing errors. The researcher takes video of micro teaching as the data source.

The method of data collection is documentary. The researcher collects the video of micro teaching from her friends. The researcher watches and observes the video rapidly and the same time, the researcher types the script of video. The researcher listens, reads and identifies the data that include to utterance containing errors. Then the researcher selects the data based on the type of error. The last the researcher classifies the type of errors in speaking English.

The researcher uses speech errors theory by Clark and Clark, and error analysis by Rod Ellis. The first the researcher identifies the data. The researcher selects the data whether error or not error utterance. The researcher describes the data (utterance containing errors) based on the type of error using speech error and error analysis theory. The researcher counts the number of each type of error, and then the researcher counts the frequency by this formula:

Error percentage = $\frac{\text{the number of each type of error}}{\text{The total number of data of error}} \times 100\%$

The total number of data of error

And then the researcher selects the dominant of the error based on the frequency of the error data. The last the researcher explains the source of each utterance containing of error in the data.

RESEARCH FINDING and DISCUSSION

There are three classifications of error found in the data. They are speech error, lexical error, and grammatical error.

1. Speech Error

There are nine types of speech error according to Clark and Clark theory (1977:263). In this research, the researcher only finds eight types.

a. Repetition

Repetition occurs when the speakers produce speech sound and the speakers repeat one or more words before they finish their sentence, such as turn on the heater/the heater switch. The researcher finds 58 utterances containing repetition. There is an example of repetition “*What do*

you/what do you call today?” According to this question, the speaker repeats the words what, do, and you. After repeating the words, the speaker completes the question.

b. Unretraced

Unretraced occurs when the speaker getting wrong in their speech, and they try to repair their sentence by correcting one word or more words, such as turn on the stove/heater switch. The researcher finds 9 of unretraced. The example of unretraced “Let our start the expressing apologize informal *is/are*.” The speaker tries to repair the sentence by changing the word “*is*” into “*are*” without using the explicit utterance. The speaker corrects the word directly without space.

c. Retraced

The speaker corrects the word, but before correcting the word, the speaker repeats one word or more words, such as turn on the stove/the heater switch. The researcher finds 14 of retraced. This is an example of retraced. “*After the end of you/after you finish your assignment*”. Speaker repeats the word “*after*”, and then she corrects the next word into “*you finish your assignment*”.

d. Correction

Correction occurs when the speaker correct one word or more. Correction is similar to unretraced, but correction uses explicit correction to correct the word, such as turn on the stove switch-I mean the heater switch. The researcher finds 2 of correction. The example is “*Please your/I'm sorry please discuss with your partner*”. For the first, the speaker says “*please your*”, but the speaker corrects the sentence into “*please discuss with your partner*”. In the middle of the sentence, the speaker corrects the sentence using explicit utterance “*I'm sorry*”.

e. Filled Pause

The speaker produces speech sounds, and in the speech sound there is a gap filled by ah, er, uh, mm, such as turn on, uh, the heater switch. The researcher finds 43 of filled pause. The example is “So it likes just, *ee*, an elaboration”. In the middle of the sentence, the speaker stops for a second, but it is not silent. The speaker fills it by producing sound “*ee*”, and then she continues her sentence.

f. Silent Pause

Silent pause occurs when the speaker take a second or more between words. The speaker thinks the next word or forgetting the next word. So, the speaker keeps silent for a second to produce the next word such as turn on the // heater switch. There 21 of silent pause in data. There is a sentence of silent pause. “I have some // exercise for you”. After the word “*I have some*”, the speaker stops and keeps silent for few minutes. Then the speaker completes the sentence by saying “*exercise for you*”.

g. Stutters

Stutter occurs when the speaker repeats same sound rapidly, such as turn on h – h – h heater switch. There 4 of stutters in data. The example is “*ec-ec-ec* each person one”. The speaker repeats the word “*ec*” rapidly. After repeating the word “*ec*”, the speaker can produce the sentence fluently.

h. Slip of The Tongue

Slip of the tongue occurs when the speaker slips in their sounds, words, or the other, such as turn on the sweeter hitch. The researcher finds only 1 utterance containing slip of tongue. There is the example of slip of tongue “This material today in in it invitation”. The speaker tries to speak “*is*”, but in the end of the sentence is the word “*invitation*”. The speaker produces the speech unsuccessful. The word “*invitation*” influences the word before. So, the sounds “*is*” become the sounds “*in*” and “*it*” and the speaker gets slip.

Table 1
Speech Errors

No	Speech Error	Example
1.	Repetition	<i>Before you/you</i> work with your paper
2.	Unretraced	You will discuss with <i>your friend/all your friend</i>
3.	Correction	<i>Please your/I'm sorry please discusse</i> with your partner
4.	Filled pause	Maybe your family got, <i>ee</i> , sick
5.	Slip of tongue	This material today <i>in in it</i> invitation
6.	Silent pause	I give you five minute // to do it
7.	Stutters	<i>I-I-I-I</i> find, <i>eee</i> , some threatment
8.	Retraced	<i>I will you/I will give</i> you assignment for next week

2. Lexical Error

a. Wrong Choice of Word

The speakers or the learners make an error when they wrong getting the word or phrase in their sentence. The example is “The main *differentiate* between this two”. The head of this sentence is “*differentiate*”. Noun phrase has noun as a head. In this sentence, the speaker gets wrong for choosing the word. “*Differentiate*” is a verb, while this sentence needs noun, and the noun form of “*differentiate*” is “*difference*”. The researcher finds 2 of wrong choice of word.

Table 1
Lexical Error

No	Lexical Error	Example
1.	Wrong choice	The <i>differentiate</i> about between procedure and explanation text

3. Grammatical Error

a. Omission of Auxiliary in Question

If there is classification of word as a verb, the question needs auxiliary. The auxiliary depends on the subject. The auxiliary also depends on the tenses. The example is “*how you find the answer, student?*” In this question, there is a word “*find*”. The word includes to a verb. The subject in the question is “*you*”. So, the question needs auxiliary “*do*” to make it grammatical question. The researcher finds 13 sentences.

b. Omission of “to be”

In English, every sentence must use verb. If there is no verb in sentence, the speaker must use “*to be*” to make grammatical sentence. The example is “*Rini as a partner of dita*”. There is no verb in the sentence. The learner must add “*to be*” to make a grammatical sentence. The subject is “*Rini*”. “*Rini*” can change into “*she*”. “*To be*” that appropriate to this sentence is “*is*”. The researcher finds 5 sentences.

c. Addition of “to be”/Verb

Verb or to be is a word to complete the sentence. In each sentence must consist of verb, if there is no verb, it can be changed by to be. The example is “*This is text describe how to make or doing something*”. In this sentence, there is verb “*describe*”. The learner adds the sentence with “to be” “*is*”. This sentence becomes error because there is double verb “*describe*” and “*is*”. There are 16 sentences in the data.

d. Omission of “do” in Negative Sentence

Sentence needs verb or to be as a grammatical sentence. In question and negative, sentence needs auxiliary. The auxiliary is depends on the subject of the sentence. The example is “*If you not know my name*”. In this sentence, the word “*know*” is a verb. To make negative sentence, the

speaker needs auxiliary “do” after the word “you”. So, it will be correct, if the sentence “*If you do not know my name*”. There is only 1 sentence.

e. Addition of “do” in Question

They are WH-question and yes no-question. Yes no-question uses auxiliary, “to be”, and modal as a question word. The speakers should choose one of them according to the sentence. Using question word more than one makes error in the speaking. The example is “*do you can catch the idea of missika?*” There are two question words in the question. They are “do” and “can”. According to the question, the speaker should choose one of the question words that appropriate to the sentence. There is “can” as a modal. So, the speaker is not necessary to use auxiliary “do”. There are 4 sentences in the data.

f. Addition of Preposition

Preposition is a word such as *in, from, on, at*, etc. Preposition is used before the noun or pronoun to show the place, position, time, method, etc. The example is “*Please move in there*”. The word “*there*” has meaning “*disana*” in Indonesia. The speaker adds the preposition “*in*”, and it is not necessary. Using of “*in*” could be influenced by the speaker’s first language. There are 6 sentences in the data.

g. Misordering

Wrong position will change the meaning of the sentence. It does not only influence the meaning of sentence, but also it also can be ungrammatical sentence. The example is “*Do you know what this is?*” in question, the position of “*to be*”, “*auxiliary*”, and “*modal*” is the next of question word. The example shows that the speaker put the word “*is*” after the subject. It should be the next of question word. There are 2 sentences of misordering.

h. The Use of V-O Instead of V-ing After Certain Word

The examples of preposition are *of, for, after, before, in, on, out, at*, etc. The sentence that exists of preposition must add –ing in the verb. In the data, there is 1 utterance containing of using V-O instead of V-ing after certain before. There is the example as follow “Before start the lesson today”. There is preposition “*before*” in the first sentence. The verb “*start*” must add –ing because the existing of preposition “*before*”.

i. Addition of “to” After Auxiliary

The word “*to*” is preposition. The word “*must*” include to modal verb. After the word “*must*”, the speaker has to use “*verb*”. After the word “*must*”, the speaker cannot use preposition. The example is “*Why you must to use this product*”. The speaker uses the word “*to*” after the word “*must*”. The word “*to*” is not necessary. It should disappear to be grammatical sentence. There are 3 sentences in the data.

j. Wrong Choice of Verb

Using of verb dependent on the subject. Subject “*I*” uses “*am*” as to be and it uses “*do*” or “*have*” as a verb. Subject “*he, she and it*” use “*is*” as a subject and it uses “*does*” or “*has*” as a verb. Subject “*they, we, and you*” use “*are*” and it uses “*do*” or “*have*” as a verb. Singular subject uses verb and it adds with –s or –es in the end of the verb. Plural subject is without –s or –es. Verb and to be are also depend on tenses. The example is “*He have sick*”. The subject of this sentence is “*he*”. If the subject is “*he*”, the verb should be “*has*”. There are 7 sentences of wrong choice of verb.

Table 3
Grammatical Error

No	Grammatical Error	Example
1.	Omission of Auxiliary in Question	You visit your friend birthday party?
2.	Omission of "to be"	isna will a partner of dita
3.	Addition of "to be"/ verb	We have serve java-bali
4.	Omission of "do" in Negative Sentence	If you not know my name
5.	Addition of "do" in Question	do you can achieve that?
6.	Addition of Preposition	For the man in the behind of class
7.	Misordering	Do you know what this is
8.	Using V-O Instead Of V-Ing After Certain Word	Before star the lesson today
9.	Addition of "to" After Auxiliary	Where you must to find
10.	Wrong Choice of Verb	He have sick

After accounting, the researcher finds 58 repetitions (27,4%), 9 unretraceds (4,3%), 14 retraceds (6,6%), 2 corrections (0,9%), 43 filled pauses (20,3%), 21 silents pauses (9,9%), 4 stutters (1,9%), 1 slip of tongue (0,5%), 2 wrong choice of word (0,9%), 13 omission of auxiliary in question (6,1%), 5 omissions of to be (2,4%), additions of to be/verb (7,6%), 1 omission of do in negative sentence (0,5%), 4 additions of do in question (1,9%), 6 additions of preposition (2,8%), 2 misorderings (0,9%), 1 the use of V-O instead of V-ing (0,5%), 3 additions of to (1,4%), and 7 wrong choice of verb (3,3%).

Based on the accounting, the dominant of speech error is repetition and addition of to be/verb for grammatical error. The rarest of the error is slip of tongue, the use of V-O instead of V-ing, and omission of do in negative sentence.

There are sources of error. The researcher uses Clark and Clark theory to discuss the source of speech error. The first is cognitive reason. The speakers, especially the students find difficulties when they should make a sentence about unusual topic. The examples of the topic in the data are advertisement, some of expressions like congratulation, apologizing, suggestion, etc. Sometime, the learners should stop or take for second to think the words that they will say and they keep silent. In the moment of their thought, sometime the students produce sound like “ee”, “em”, or the other. For example “Formal apologizing is used to people who older than our, *eee*, such as to teacher, *eee*, to your parent and etc”. In the middle of the sentence, the speaker is not fluent to deliver the material. The speaker produces sound “ee”.

The second is psychological reason. The speakers, especially the students have planned the sentence and idea. The students already plan the sentence, but when they produce the sound, the sound is different. The students possible get slip, when they speak to fast, or they nervous speak up in front of the people. For example is “This material today in in it invitation”. The speaker tries to speak “is”, but in the end of the sentence is the word “invitation”. The speaker produces the speech unsuccessful. The word “invitation” influences the word before. So, the sounds “is” become the sounds “in” and “it” and the speaker gets slip.

The researcher uses Rod Ellis theory to analyze lexical and grammatical error. The first is interlingual transfer. The learners are influenced by their native language or their first language. Before making a sentence, the learners could make a sentence in Indonesia, and then they translate into English. For example is “*If you **not** know my name*”. In Indonesia sentence is “*jikakamutidak tahunamasaya*”. In this sentence, the word “know” is a verb. To make negative sentence, the speaker needs auxiliary “do” after the word “you”.

The second is intralingual transfer. The learners are students who are studying English. They don't master English yet. They still learn more about English. The learners with less knowledge about English will make error influenced by this source. This source is related to the student's knowing of the structure or the rule of English. For example is "*Before star the lesson today*". There is preposition "*before*" in the first sentence. The verb "star" must add -ing because the existing of preposition "before".

CONCLUSION

The researcher uses Clark and Clark for speech error, and Heidi, Burt and Krashen theory for error analysis. In English speaking made by students of English Dpartment of Muhammadiyah University of Surakarta, the researcher found 19 types of error. The types are divided into three categories. They are speech error, lexical error and grammatical error. In speech errors are 58 utterances of repetition and 27,4% of percentage, 9 utterances of unretraced and 4,3% of percentage, 14 utterances of retraced and 6,6% of percentage, 43 utterances of filled pause and 20,3% of percentage, 21 utterances of silent pause and 9,9% of percentage, 4 utterances of stutters and 1,9% of percentage, 2 utterances of correction 0,9% of percentage, and 1 utterance of slip of tongue and 0,5% of percentage. Lexical error is 2 utterances of wrong choice of word and 0,9% of percentage. Grammatical errors are 13 utterances of Omission of auxiliary in question and 6,1% of percentage, 5 utterances of Omission of to be and 2,4% of percentage, 16 utterances of Addition of to be/ verb and 7,6% of percentage, 1 utterance of Omission of do in negative sentence and 0,5% of percentage, 4 utterances of Addition of do in question and 1,9% of percentage, 6 utterances of Addition of preposition and 2,8% of percentage, 2 utterances of Misordering and 0,9% of percentage, 1 utterance of the use of V-O instead of V-ing and 0,5% of percentage, 3 utterances of Addition of to and 1,4% of percentage, and 7 utterances of wrong choice of verb/to be and 3,3% of percentage.

Each of type of error has source of error. Speech error has three sources of error. They are cognitive, psychological and sociological reason. Cognitive is caused by the topic. The speakers are difficult when they get unusual topic to discuss. Speakers are possible to feel nervous when they speak in front of many people. It is caused by psychological reason. Sociological reason occurs when speaker must talk to someone who has high position. Lexical and grammatical error has two sources. They are interlingual transfer and intralingual transfer. Interlingual transfer occurs when the sentence of the speakers is influenced by their first language. Intralingual transfer occurs when the speakers don't know the knowledge of the rules of English.

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