ERROR IN ORAL PRODUCTION BY ENGLISH DEPARTMENT
STUDENTS OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA

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Surakarta, 24 Februari 2014

Pembimbing I

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Pembimbing II

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ABSTRACT

This study deals with error in oral production made by English department students of Muhammadiyah University of Surakarta. The aims of this study are (1) to classify the type of errors, (2) to analyze the frequency of error utterances in oral production, (3) to analyze the dominant type of error, and (4) to describe the sources of error in speaking showed up by English department students of UMS. The type of this research is descriptive qualitative research. The data source of this research is error utterances that made by English department students in psycholinguistic presentation class. The data collection technique is documentation. The technique of data analysis is descriptive. The writer uses the theories from Clark and Clark, James and Selinker to analyze the type of error. The result of this study shows that (1) the writer found four types of error namely: speech error, pronunciation error, grammatical error, and code switching; (2) The frequency of each type of error are 139 utterances of speech error (74,33%), 33 utterances of pronunciation error (17,67%), 8 utterances of grammatical error (4,27%), 7 utterances containing code switching (3,74%); (3) the dominant types of error is speech error especially filled pause; there are 53 utterances filled pause or about 28,34%; (4) the sources of error are cognitive reason, psychological reason, the interlingual transfer and intralingual transfer. In interlingual transfer there are four categories, namely language interference, transfer in grammar, pronunciation interference, transfer in vocabulary. In intralingual transfer, there are two categories, namely false analogy and incomplete rule application.

Keywords: speech error, pronunciation, grammatical, switching

A. Introduction

The existence of English teaching-learning process cannot be separated from teaching-learning especially speaking ability. To improve speaking
ability, the lecturers use presentation method in many subjects, in which the students present the materials in front of class. This method makes the students as a center and should be active in teaching learning process. Unfortunately, when they are speaking or delivering the materials, the students are not always accurate to execute their speech.

In presentation, the students have time limitation to deliver their materials, it means that the students are under pressure. In the other hand, they need a lot of time to think and to translate L1 to L2 when they are speaking. The result is there are a lot of errors in their oral production. Selinker names such language as interlanguage error in oral production. Errors in oral production phenomenon have inspired the researcher to dig up typical learning strategies, which could be tracked back through the existing error. That is why, the researcher chooses *Error in Oral Production by English Department Students of Muhammadiyah University of Surakarta* as the title for this research.

The writer uses some related theories in this research. There are from: Selinker (1977) states that interlanguage is the results of the learner’s attempt to produce the target language norms. There are several other terms related to it have become current. These terms refer to the same phenomenon but emphasize different aspect. They are (1) Transitional Competence, (2) Idiosyncratic Dialect, (3) Approximative System.

Selinker (1977:37) in Fauziati (2009:166) suggest that there are five processes central to second language learning, namely, overgeneralization, transfer of training, strategies of second language learning, strategies of second language communication, language transfer.

According to Hornby (2002:1289) definition of speak is “to talk to somebody about something, to have conversation with somebody”. According to Brown (1994), Burn & Joyce (1997) in Folrez (1991:1), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.
Rochester in Clark and Clark (1977:37) has discovered three possible sources of planning difficulty are cognitive reason, psychological reason, and social reason. Based on Clark and Clark (1977), Selinker (1977), James (1988), The writer classifies error in four types, there are: speech error, pronunciation error, grammatical error, code switching.

Clark and Clark (1977) explain that there are nine types of speech error those are: silent pause, filled pause, repeats, false start (unretraced), false start (retraced), correction, interjection, stutters, and slip of tongue. James (1998:65) grammatically is synonymous with well-formed.

The writer simplifies the sources of error from some linguistic those are: cognitive reason, psychological reason and social reason (Clark and Clark,1977:37); transfer language that consist of two categories, there are interlanguage and intralanguage (Selinker:1977).

From the explanation above, based on the research problem, the writer formulates the research question, there are four research questions, that is: What are the errors made in oral production by the students of Department English Education UMS? What are the frequencies of error utterances in speaking? What is the dominant type of error in oral production? What are the sources of errors in oral production showed up by the students of Department English Education UMS?

So, the purpose of this research are: To classify the type of errors in oral productions made by English department student of UMS, to analyze the frequency of error utterances in oral production, to analyze the dominant type of error in oral production, to describe the sources of error in speaking showed up by English department students of UMS.

B. Research Method

This part deals with method of the writer to analyse error utterances made by English department students of Ums. It is divided into five parts, there are the type of the study, data and data source, object of the study, data collection technique, and data analysis technique.
In this research, the researcher applies descriptive qualitative method. The researcher collects the data, classifies the data, then analyzes them, and as the end of it, the researcher draws conclusion about the data. The researcher describes the type, the frequency, the dominant, and the sources of errors in oral production made by the students of Department English Education of UMS.

The subject of this research is the students of seventh semester who take psycholinguistic class. The object of the research is utterance containing errors by the students of English department of UMS in psycholinguistic presentation class. The data of this research are in the forms of utterance containing errors taken from transcription and taking note of psycholinguistic presentation class. The number of the data are 187 containing error. The method of data collection is documentary and the technique of analyzing data is using descriptive qualitative.

C. Research Finding and Discussion

In this part, the writer discusses the research finding and tries to answer the problem statement.

1. Research Finding

In this chapter the writer analyze the finding of the research consist of the types of error, the frequency of each type, the dominant error and the last is the sources of error.

a. Types of Error

The researcher discusses and describe types of Error by using theory from Clark and Clark (1977) in Fauziati (2009: 74), Selinker (1977) and Ratner and Fromkin (1977). Based on analyzing the data, the researcher founds four classification of error. They are speech error, the grammatical error, pronunciation error and code switching.

There are nine types of speech error, namely: silent pause, filled pause, repeats, false start (unretraced), false start (retraced), correction, interjection, stutters, and slip of tongue.
There are some examples of silent pause: (1) “Speech error happened because (0.5) they are tired or little bit drunk”. That utterance is filled pause, because after the word “speech error happened”, the speaker stops and keeps silent for few minutes. Then the speaker completes the sentences by saying “they are tired or little bit drunk.

The second types of speech error are filled pause. Filled pause means a gap filled by speech sound. There is a sentence of filled pause, that researcher found in psycholinguistic presentation class. “The second is, emm, the articulatory program”. According to filled pause example, the speaker get trouble to find the intended word, but they produce sound “emm” when they think simultaneously with speech.

The next common type of speech error is repeats. Repeat means that the speakers are repetitions of one or more words in a row. In the data, the writer finds repetition such as, “There are fluent/fluent speaker and/and/ slow speaker”. It is error because the speakers repeat the word or constituent they said earlier in their speech.

Correction of a word called unretraced false starts. The writer found unretraced phenomena in the data, such as: “The next of speech error is failed/filled pause”. the speaker replaces directly the uncorrect word into the correct one. The speaker firstly said “the next of speech error is failed” after the speaker aware that they are make an error, then they replace their error by saying the correct word “filled pause” directly without retracing the previous words.

Retraced false start is correction by using repetition of one or more words before the corrected words. This is the example of retraced false start taken from the data, “It called we/ we called/ we called shorten memory”. The speakers aware that they have made speech errors, after that they correct the word by using repetition of one or more words.

Corrections are like false starts, but they contain an explicit correction such as I mean, rather, what we call. This is the example of correction that found in the data.“We are from, I mean, we are In front of
you will present about speech production”. The speakers corrected their speech error by using an explicit word “I mean”. They aware made mistake. Immediately, they edit their speech by using the word “I mean” and continuing their speech.

Interjection are like hesitation pause, but in interjection the speaker produce sound like oh, ah, well, when they get the next intended words in their speech, for example: “the example is, yak, turn on the heater switch”. This utterance shows that the speaker has stopped to find “turn on the heater switch”. The word “yak” as the marker that speaker has found the intended words.

Stutter is the kind of speech error where the speaker speak rapidly the same sound or syllable, for example: “There are fa-fa- various pattern drill in ALM”. The speaker get trouble when they utter “farious”, before they utter the word “farious”, the speakers use repetition in syllable “fa”, it can be a marker that the speaker disrupting the normal flow of speech.

Slip of tongue is defined as unintended, non-habitual deviation from a speech plan (Dell in Poulise, 1999:1, in Fauziati, 2009:78). In the data, the writer finds five utterances containing slip of tongue, for examples: (1) Puff Skiner published his behavior theory. Puff Skinner ➔ Prof Skiner. Both words, a “puff” and “proff”, are similar in sound. It is clear that tongue slip puff for the target prof, which are the phonetically similar. This phenomenon called malapropism. (2) The stimulus behorism. Behorism ➔ Behaviorism (transposition/spoonerism). Two segments are interchanged, and so the origin of one error is the target for the other and vice versa, this phenomenon called transposition or spoonerism.

Then, there are some kinds of pronunciation errors found in presentation linguistic class. Pronunciation refers to the production of sounds that we use to make meaning. The writer divided pronunciation error into two parts. There are faulty in producing consonant sound and faulty in producing vowel sound.
In the data, the writer found three utterances that containing faulty in producing consonant sound for example: (1) It like a habit \(\rightarrow\) [hæbið]. The speaker has an error when he pronounces the word habit. In the final word of habit, the speaker use rebound [ð]. It is un-correct pronounce because the word habit use consonant [t]. The correct one is should be “It like a habit [hæbit]”. (2) Pavlov with his experiment \(\rightarrow\) [wit]. The speaker in utterances two also make an error when he pronounces the word with. The speaker actually, has an error in producing consonant sound. The word with should be pronounces as [wlð], but the speaker utters that word as [wit].

There are the examples of faulty in producing vowel sound. (1) Fifty [ˈfefti] percent of what they say contains phrases of ten or more words. The word “fifty” should be pronounces as [ˈfifti] and not [ˈfefti]. It means that, he fault in producing vowel sound [I] in the word “fifty” [ˈfifti]. (2) Cognitive Psycholinguistic [sɪkəˈlɪŋgwɪstɪk] challenge the limitation of behaviorism. In pronounce “psycholinguistic”, the speaker use [ɪ] in first syllable so the word be pronounced [sɪkəˈlɪŋgwɪstɪk]. It is wrong pronounced because the word “psycholinguistic” should be pronounced [saikəˈlɪŋgwɪstɪk] use [ai] in the first syllable not [ɪ].

Then, there are some kinds of grammatical error. According to James (1998:65) grammatically is synonymous with well-formed. The writer founds five types of grammatical error that occur in presentation psycholinguistic class. There are omission of bound morpheme –s, omission of possessive marker, misordering, and omission of agent marker.

Omission is a type of error which is characterized by absence of an item that must appear in well-formed utterances, for example: “he belive that exclamation is the way to called children”. The speaker make a grammatical error when she was utter “he belive”. It is clearly un-corrected form, because subject “he” should be followed by verb (V) and morpheme –s/-es.
Possessive marker has a function to show pronoun ownership. The omissions of the possessive marker –s sometimes occur in the speech error, for example: (1) I will continue Eka presentation. That sentence is acceptable, but ungrammatical. Because they need possessive marker –s to show the presentation that was delivered by Eka. It must be pronounced “I will continue Eka’s presentation”.

Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in an utterance, for example: “he also applies theory behaviorism”. The example shows that, the speaker put the word “behaviorism” after “theory” (noun). In English Grammar, The head put in the end of phrase and modifier put in the beginning of phrase. So the correct form is “He also applies behaviorism theory”.

Omission is a type of error which is characterized by absence of an item that must appear in well-formed utterances, for example: “The speak are tired and little bit drunk”. The speaker omit morpheme –er in the word “speak”. It makes that sentence ungrammatical. “The” it should be followed by noun, and to changes verb category into noun category it must be uttered “the speaker”. So, the correct form is “The speakers are tired and little bit drunk”.

Then, code switching from English into Indonesia. in code switching the writer divided into two categories, namely; (1) the use of Indonesian lexical item, (2) the modified of Indonesian words.

The use of Indonesian lexical item means that the speakers do not make any modification to the words, for example: (1) Ladies and gentleman Materi selanjutnya is speech error. That example shows that the speaker use Indonesian lexical item without make any modification. Perhaps in their mind, the speakers actually know the lexical English that they want to use, “for the next material”. But, the mother of tongue in certain condition such as in presentation class can influence the speaker to makes error. So, the speakers use “materi selanjutnya” to replace “for the next material”. The modified Indonesian words means that the
speakers do not use full replacement of Indonesian words but slightly modified the form so that they look like English. For the example: (1) Because of I’m jroji. (2) Please open your book, in babs two. The resulting word jroji, babs actually do not exist in English language. These words are taken from Indonesian language grogi and bab. The speaker modified Indonesian word so that they look like English.

b. Frequency and Dominant Type of Error

Based on the frequency, the writer finds 187 error utterances, those are: 139 utterances (74,33%) of speech error, 33 utterances (17,67%) of pronunciation error, 8 utterances (4,27%) of grammatical error and 7 utterances (3,74%) of code switching.

The writer devide each type of error in detail. Firstly, the writer divides speech error into nine types. The writer found 17 utterances of silent pause (9,09%). 53 utterances of filled pause (28,34%), 33 containing repeat (17,67%), 4 utterances un-retraced false (2,13%), 8 utterances containing retraced false start (4,27%), 3 utterances of correction (1,60%), 4 utterances of interjection (2,13%), 12 utterances containing stutters (6,41%), and 5 utterances (2,67%) belongs to slip of tongue.

Pronunciation error that is divided into two types with percentage: 3 utterances (1,60%) belongs to consonant error and 30 sentences (16,04%) belongs to faulty in vowel production. Grammatical error divided into four categories with percentage: 4 sentences (2,13%) omission of bound morpheme, 2 utterances (1,06%) omission of possessive marker, 1 utterance (0,53%) containing misordering and also 1 utterance (0,53%) containing omission of agent marker. Code switching divided into two categories with percentage: 5 utterances (2,67%) containing the use of Indonesian lexical item, and 2 utterances (1,06%) containing the modified Indonesian words.

The type of error that appear dominantly is speech error since the writer found 139 utterances from 187 utterances or about 74,33%. In
specific, the dominant error is filled pause with the total number of speech error are 53 utterances or about 28.34%.

c. Sources of Error

From this study there are many sources of error in oral production found in the data above. First, cognitive reason is concerned with internal mental states. It is the field that studies mental process including how people think, perceive, remember, and learn, for example: “Emm/ Clark and Clark mentioned/ emm/ two majors of error”. They produce sound “emm” when they think simultaneously with speech. After they get the intended word, the speakers continue their speech by saying “Clark and Clark mentioned”. After they get the intended words, the speaker continue their speech by saying “two majors of error”.

Second, psychological reason, certain condition such as anxious, nervous, in hurry or other can affected the speakers to be confidence or un-confidence that makes them difficult to produce speech, for example: “There are // fa-fa-fa farious pattern pattern drill in ALM”. The speaker makes three speech errors in one moment, silent pause, stutters, and repeat. The speakers are nervous, they become tense and their planning and execution of speech become less.

Third is social reason. Social relationships in environment, between speaker and listener can interference the speaker in delivering their speech, for example: “Cognitive Psycholinguistic [sɪkəˈlɪŋgwɪstɪk] challenge the limitation of // behaviorism”. That example shows that, the speaker take a few minute to utter “behaviorism” and incorrect in utter the word “psycholinguistic”. In this condition, the speaker feels in under pressure. They must deliver their material in a short time and in the same times their lecturer observes their performance.

Fourth is Interlingual transfer. Interlingual transfer is transfer language that influence by mother tongue. The inference of mother tongue causes the error in the target language. The example of interlingual are (1) language interference, (2) transfer in grammar, (3) pronunciation
interference, (4) vocabulary interference. This is the example of language interference: L1: Kami di depan kalian akan mempresentasikan tentang speech error. IL: *We are in front of you will present about speech error. The sentences above clearly show that the speakers have utilized word for word translation in their learning strategy.

The examples of grammatical transfer: “He also applies theory behaviorism”. *Dia juga menerapkan teori behaviorism. Mother tongue strongly influences the speaker to the target language. The speakers just translate Indonesian language in their mind and than try to pronounce it. In first example, the speakers maybe think the sentence in Indonesia: “Dia juga menerapkan teori behaviorism”. The grammatical error of the sentences above is caused by misordering of noun phrase.

The example of pronunciation interference: (1) Clark and Clark mention *three major hesitation. Three [Ori:] → [təri:]. (2) According to Skiner. According [ǝ’cɔ:dln] → [ǝ’kɔ:dln]. The utterances show that the dialect of mother tongue strongly influences the target language. In the utterances one, the speaker pronounced the word “three” as [təri], this is un-correct pronounced. The speaker that come from Java, except West Java, usually utter the syllable such as “t”, “b”, “d” automatically use the powerful strength or accent of Javanese language. For example in sentence number two when the speaker utters the word “According”.

The example of transfer in vocabulary: (1) Because of I’m jroji. (2) Please open your book, in babs two. The word jroji, babs actually do not exist in English. These words are taken from Indonesian language grogi, bab. All examples in vocabulary transfer include interlingual transfer. It is because the speakers are influenced by their mother tongue.

Fifth, Intralingual interference can be defined as the deviate from of language caused by conflicting information of the target language. There are two categories of intralingual, there are false analogy and incomplete rule application.
False analogy reflect error committed by the speaker’ not fully understanding a distinction in the target language, for example: (1) Cognitive Psycholinguistic [sɪkəʊ’lɪŋgwɪstɪk] challenge the limitation of behaviorism. In English system, syllable “sy” usually be pronounced as [sɪ]. Such as, syndrome [’sɪndrəʊm], synonym [’sɪnənim], syntax [sɪntæks], ect. But, not all English syllables “sy” can be pronounced as [sɪ]. Some words have different pronounce. Actually, It is wrong pronounced because the word “psycholinguistic” should be pronounced [səkəʊ’lɪŋgwɪstɪk] use [sə] in the first syllable not [sɪ].

For example of incomplete rule application: (1) “he belive that exclamation is the way to called children”. *dia percaya bahwa berseru adalah cara untuk memanggil anak. This error results from the speaker using incomplete rule of present tense and plural information. In example number one, the speaker applied present tense that have formula (S+V1), but failed to add the bound morpheme –s in verb category. Incomplete rule applications occur because predicate “believe” in utterance one need bound morpheme –s, it should be known that subject “He” followed by V1 and bound morpheme –s/es.

2. Discussion

In this part the writer discuss the research finding. The writer explains the findings related to the types of speech error, the frequency, the dominant and the last is the sources of speech error. The findings of this research will compare with the related study. The dominant of these errors is filled pause (28,34%) for speech error, faulty in producing vowel sound (16,04%) for pronunciation error, omission of bound morpheme –s (2,13%) for grammatical error, the use of Indonesian lexical item (2,67%) for vocabulary error. There no similarities between this current studies and all of previous study.

In Hien’s work, there is different finding with this research. The subject of Hien’s work is the first year students who are studying in English Department, HULIS, VNU. The dominant of her research for pronunciation
error are wrong intonation is 55% while the dominant of this research are faulty in producing vowel sound 33 utterances or about 16.04%.

The second research related to this research is Saputri. Saputri analyze error in oral production by English department students of Muhammadiyah University of Surakarta. She used technique that proposed by Clark and Clark. Although the dominant error are the same with this research but the percentage are different. The percentage of filled pause in this research is 28.34%. This research also finds four types of error while Saputri’s work just three types of error.

Third researcher come from Adib (IAIN Semarang: 2012), his research entitle *Grammatical Error Analysis on Speaking Competence of English Department Student*. He also uses theory by Clark and Clark. The result of his finding is percentage for each speaker. Adib get conclude that the possible causes of errors are Interlingual transfer and intralingual transfer. While this research, the causes of error not only come from interlingual and intralingual but also come from the cognitive reason, psychological reason and social reason.

The forth researcher is Rahmawati. Rahmawati found error made by Raychel Ray on TV Program. Rahmati use Fromkin as a theory of speech error. In the other hand, this research use theory Clark and Clark about speech error and also combine the Interlanguage theory that purpose by Selinker. The dominant of the type that found in the research is addition, while this research is filled pause. She finds two sources of error, namely interlingual and intralingual. While, this research find five sources named, psychological reason, cognitive reason, social reason, interlingual and intralingual.

The fifth researcher is Fadhila (UMS: 2013). The research entitled *Error in Speaking English Made by Students of English Department of Muhammadiyah University of Surakarta*. The dominant of the error is repetition (27.4%), and the percentage of filled pause only 6.67%. While in this research, the dominant of error is filled pause with percentage 28.34% and repetition achieve 17.67%.
Sixth researcher is Purnawati (UMS:2009), she found many error that produce by presenter *Damashinta Sunday Work Out*. The results of her research show that from 130 data, Purnawati finds nine types of speech errors, and the dominant of the error is filled pause that achieve 50%. In Purnawati’s work, the frequency of filled pause achieve on the top rank. In this research filled pause also in top rank or become the dominant with the percentage 29.44%.

The last researcher is Muniroh (UMS:2013), *Speech Error Made By Bertie, The Main Character, In The King’s Speech Movie*. The dominant type of error in her research is silent pause 52 utterances or 40%. While the dominant of this research is filled pause 28.34%. Beside that, in this research the percentage of silent pause only 9.09%. Muniroch’s work find three sources of error, there are psychological reason, cognitive reason and social reason. While, this research find five sources of error, namely, psychological reason, cognitive reason, social reason, interlingual and intralingual.

The writer tries to compare this study with the previous study. There are no similarities between this current study and all of previous studies, there are some differences between them.

The fifth previous study found the filled pause as the dominant error with the percentage 20.3%. The last one is Purnawati’s work as sixth previous study found 105 utterances containing filled pause or about 50%. Then the first previous study found wrong intonation as the dominant of error with the percentage 55%.

The third and fourth previous study use different theory that the dominant is also different. In the third previous study the dominant is come from Jannah with the percentage of error 66.66%. In the fourth previous study that use theory by Brown found 44 utterances containing addition or about 36.66%. The last previous study comes from Muniroch. The dominant of her research is silent pause. She found 52 utterances or about 40% containing silent pause.
The writer also determines the sources of error, namely: (1) cognitive reason, (2) psychological reason, (3) social reason, (4) the interlingual transfer and (5) intralingual transfer.

The writer try to compare this result with the previous researcher, there is Fadhilah that explain the sources of error. The difference between this study and Muniroh’s work is Muniroh found three causes of error. There are (1) cognitive reason, (2) psychological reason, (3) and social reason. While the current study found fifth sources of error in oral productions, namely: (1) cognitive reason, (2) psychological reason, (3) social reason, (4) the interlingual transfer and (5) intralingual transfer.

In Fadhilah’s work, there are five sources of error, namely, 1) cognitive reason, (2) psychological reason, (3) social reason, (4) the interlingual transfer and (5) intralingual transfer. It is similar with this research, but in Fadhilah’s work, there is no subdivisions or subcategories interlingual transfer. She just explains the definition and least example about interlingual transfer. While this research brake down interlingual and intralingual transfer into many categories. There are four categories that come from interlingual transfer, namely, (1) language transfer, (2) grammatical transfer, (3) pronunciation transfer, (4) vocabulary or lexical transfer. In intralingual transfer, the writer divided into two categories, namely, (1) false analogy and (2) incomplete rule application.

D. Conclusion and Suggestion

1. Conclusion

The writer finds three kind of error, namely: speech error, pronunciation error, and grammatical error. The writer finds 180 error utterances, that is The writer found 139 utterances or 74,33% of speech error, 33 utterances or 17,67% of pronunciation error, 8 utterances or 4,27% of grammatical error, 7 utterances containing vocabulary or lexical error or about 3,74%.

The writer assumes from the frequency above that the dominant error of this research is speech error especially filled pause. There are 53
utterances containing filled pause or about 28.34%. The writer also detect there are a lot of causes that make the utterances become error, namely (1) cognitive reason, (2) psychological reason, (3) socials reason, (4) the interlingual transfer and (5) intralingual transfer. In interlingual transfer there are four categories, namely (1) language interference, (2) transfer in grammar, (3) pronunciation interference, (4) transfer in vocabulary. In intralingual transfer, the writer divided into two categories, namely, (1) False analogy and (2) incomplete rule application.

As the result, the writers infers that the speaker in psycholinguistic class presentation of English department of Muhammadiyah University of Surakarta still applies a lot of error in their speech, since the writer found 187 error utterances.

2. Suggestion

Based on the result above, the writer would like to provide some suggestion to the English teacher, the English learner, and the other researcher as follows:

The teacher can help the students to decrease the error in oral production. The teacher creates the most comfortable class, so the students can enjoy in the class. A good teacher should be creates good relation ship with their students. It is important, because the students usually more relax and enjoy in delivering speech when their teacher humble enough. In evaluating students practice, the teacher should be understands how to evaluate them. Sometimes, many students more accepting when their teacher gives motivation. The motivation can help the students to always try in exploring their capability especially in spoken English.

The writers expect of English learner, they should try to practice and improve their English so that they can produce English speech in ideal delivery. Students can do some things to decrease the error. The key to be a good speaker is practice every day without scare with ridiculed. When people surround you ridicule your speech, just take easy. It is a challenge for student who wants to be a good speaker.
The term error in oral production is an exciting topic but the writer knows this paper is not perfect. There are many shortages on this research. So the writer hopes there will be another researcher who attempts to take the same topic but different in object, method, theory, etc. The writer hopes that there will be a researcher who takes that term better than this research.