

**COMPARATIVE ERROR ANALYSIS ON SPOKEN PRODUCTION
MADE BY STUDENTS OF THE SECOND AND THE FOURTH
SEMESTER OF ENGLISH EDUCATION DEPARTMENT
OF MUHAMMADIYAH UNIVERSITY
OF SURAKARTA**

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By:

NUR KAFIFAH

S200140086

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APPROVAL

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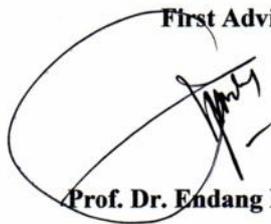
Written by:

NUR KAFIFAH

S 200140086

HAS BEEN APPROVED BY:

First Advisor



Prof. Dr. Endang Fauziati, M. Hum

Second Advisor



Mauliy Halwat H., Ph. D

APPROVAL OF THESIS FOR SUBMISSION

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The Board of Examiners
Primary supervisor



Prof. Dr. Endang Fauziati, M.Hum.

Co-supervisor



Mauliyah Halwat Hikmat, Ph.D.

Examiner



Muamaroh., Ph.D.

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The Director of Graduate School



Prof. Dr. Khudzaifah Dimiyati

STATEMENT OF ORIGINALITY

I am of the writer of the publication article:

Name : Nur Kafifah
NIM : S 200140086
Program : Magister of Language Study
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Nur Kafifah
Nur Kafifah

**Comparative Error Analysis on Spoken Production Made by
Students of the Second and the Fourth Semester of English
Education Department Of Muhammadiyah University Of
Surakarta**

**Nur Kafifah
S 200140086
0856-6425-8318**

Language Post Graduated Program Muhammadiyah University of Surakarta
Email: nurkafifah0192@gmail.com

ABSTRAK

Studi ini berkaitan dengan analisis komparatif terhadap kesalahan pengucapan yang dibuat oleh mahasiswa semester 2 dan 4 dari Departemen Pendidikan Bahasa Inggris Universitas Muhammadiyah Surakarta. Tujuan dari penelitian ini adalah untuk mengidentifikasi jenis-jenis kesalahan pengucapan, frekuensi kesalahan pengucapan, dominasi kesalahan pengucapan, kesamaan dan perbedaan dari kesalahan pengucapan, dan sumber-sumber kesalahan pengucapan yang dilakukan oleh mahasiswa semester 2 dan 4. Jenis penelitian ini adalah kualitatif. Data penelitian ini adalah ucapan-ucapan yang mengandung kesalahan yang diambil dari mahasiswa semester 2 dan 4. Dalam pengumpulan data, peneliti mendengarkan audio dengan hati-hati, menulis naskah untuk audio, kemudian mengidentifikasi data, dan memilih data sesuai dengan jenis kesalahan. Peneliti menggunakan teori Clark dan Clark, Dulay, Burt, dan Krashen untuk menganalisis kesalahan. Hasil menunjukkan bahwa ada tiga jenis kesalahan yang dilakukan oleh mahasiswa semester 2 yaitu kesalahan pengucapan (78,22%), kesalahan morfologi (15,6%), dan kesalahan sintaksis (6,06%). Sedangkan, kesalahan yang dibuat oleh mahasiswa semester 4 yaitu kesalahan pengucapan (83,86%), kesalahan morfologi (13,1%), dan kesalahan sintaksis (2,93%). Kesalahan bicara yang dilakukan oleh mahasiswa semester 2 dan 4 memiliki persamaan dan perbedaan. Persamaan kesalahan yang ditemukan oleh peneliti yaitu: diam jeda, jeda isi, pengulangan, batas konstituen yang lain, sebelum kata utama pertama pada konstituen, koreksi, kata seru, gagap, slip lidah, kelalaian terikat morfem-s, kelalaian dalam penggunaan To Be, kesalahan dalam kosakata, kesalahan dalam pelafalan, kesalahan dalam pemilihan kata untuk To Be, penambahan untuk To Be, penghilangan kata kerja, kelalaian-Ing, penambahan-Ing, dan penyalahgunaan To Be. Perbedaan kesalahan mahasiswa semester 2 dan 4 adalah penambahan Preposisi, misformation, dan misordering.. Dominasi kesalahan yang dibuat oleh mahasiswa yaitu pada jeda isi. Kesalahan pengucapan umumnya disebabkan oleh tiga sumber, yaitu adalah kesulitan kognitif, keadaan cemas, dan factor sosial.

Kata Kunci: Perbandingan, Analisis Kesalahan, Produksi Pengucapan, Kesalahan Pengucapan, Sumber Kesalahan, Kesalahan Morfologi, Kesalahan Sintaksis

ABSTRACT

This present study deals with the comparative analysis of spoken production errors made by the 2nd and the 4th semester students of Department English Education of Muhammadiyah University of Surakarta. The objectives of this research are to identify the types of errors, the frequency of error, the dominant type of errors, the similarities and differences of errors, and the sources of errors made by the 2nd and the 4th semester students. The type of this research is qualitative research. The data of this research are utterances containing errors taken from the 2nd and the 4th semester students. In collecting data, the researcher listens to the audio record carefully, writes the scripts of the audios, then identifies the data, and selects the data deals with the types of errors. The researcher uses the theory of Clark and Clark, Dulay, Burt, and Krashen to analyze the errors. The results indicate that there are three types of errors made by the 2nd semester students namely, speech errors (78,22%), morphological errors (15,6%), and syntactical errors (6,06%). Whereas, the erroneous made by the 4th semester students are speech errors (83,86%), morphological errors (13,1%), and syntactical errors (2,93%). The speech errors made by the 2nd and the 4th semester students have the similarities and differences. The similarities of speech errors that found by the researcher are: silent pause, filled pause, repeats, false start (unretraced), false start (retraced), correction, interjection, stutters, slip of tongue, error in pronunciation, error in vocabulary, error in word selection, the omission of bound morpheme-s, omission of to be, addition of to be, omission of verb, omission of -Ing, addition of -Ing, and misuse of to be. The differences of errors made by the 2nd and the 4th semester students are in the addition of preposition, misformation, and misordering. The dominant error made by students is **filled pause**. The speech errors are mostly caused by three sources; they are cognitive difficulty, situational anxiety, and social reason.

Keywords: Comparative, Error Analysis, Speech Production, Speech Error, Sources of Errors. Morphological Errors, Syntactical Error

1. INTRODUCTION

English learning is very crucial for all people in the world because English is an international language. By using English, people can communicate, give information, share knowledge and express their ideas and thoughts with other people in different countries. Therefore, English has been one of the courses in Indonesian education system. Generally, there are many courses in English Department Students. One of them is Speaking course.

Speaking is one the essential skills in English Education Department students because they have to use the English language to deliver or to explain the material

and it is not easy for the students to do it. On the other hand, speaking is a subject must be taught in English Education Department continuously. There are Speaking I, II, III, and IV. It becomes the requirement by the students of English Education Department in Muhammadiyah University of Surakarta. However, students of the second and the fourth semester put down speaking is the skill should be mastered. It becomes a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

Grammar is needed for students to arrange a correct sentence in conversation. Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes students from learning a language. Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “um” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown, 2001: 267).

However, speaking is the skill should be mastered by the students but the fact shows that the students often commit an error in their spoken production, between planning and execution are not same such as hesitation, silent pause, correction etc. it is due to speaking is not the easy skill to be mastered. Another cause of errors in their speaking is the lack of confidence because they think they cannot speak English like the native speaker, they cannot develop the ideas in English although they have mastered Indonesian. The examples of errors are taken from the students of the first semester in Muhammadiyah University of Surakarta:

1. I feel... I feel sad... I feel sad and angry.
2. Eh... when I, eh... in restaurant.

These examples indicate the students made errors in their speeches. The first example is included in repetition. Repetition is that the speakers are repeating of one or more words in one row. The students repeat the word “I feel” three times. The second example is included in interjections. They, like hesitation pause, indicate the speakers have had to stop to think about what to say next. The students say “eh” it indicates they feel hesitation say next. The examples above indicates that the students are still weak in speaking English fluently. They still seem to commit errors in producing their speech. Although the speakers are English Education Department students who often appear presenting many materials by using English, they also still fail to deliver their meanings of the speeches fluency and almost every speaker makes errors unconsciously in their speech..

The common speech errors made by the students such as repetition, silent, pause, and filled pause. According to Clark and Clark (1977: 263), common types of speech errors are silent pause, filled pause, repeat, retraced false start, unretraced false start, correction, stutter, interjection, and slip of the tongue. The errors are made by students in learning the language should be analyzed by the language teacher in the teaching of speaking. Brown (2000: 218) stated that while errors indeed reveal a system at work, the classroom language teacher will be preoccupied in noticing errors that the correct utterances in second language go unnoticed. He also states that reducing the errors happened in language learning can increase language proficiency, as the main goal of learning the second language.

In the other words, there are other related previous studies which lead the research on speech error that confirm such a view. First, Harashima (2006), investigated how a Japanese learner of English has acquired different tense and aspect variations of English verbs by analyzing the errors in her speech. The result of study showed that He found many errors in the use of verb. He stated that in Aki’s speech, *Word Lab* detected 40 appearances of verbs in past-tense forms, which accounts for 14.7% of all verb appearances (40 of 273 total verb appearances). The error types of his particular interest in the investigation consist

of four cases: 1) cases where past-tense verbs are substituted by present-tense verbs; 2) cases where be-verbs are inserted before the main verbs to signal the past, e.g., “I was watch (ed) TV yesterday”; 3) cases where sequence of tenses, or tense agreement, is violated; and lastly, 4) misuse or absence of perfectives. The error which was made by the participant can be known by the researcher because Aki’s task in this study was to explain a number of events that occurred in the past, where she was expected to use a number of past-tense verbs and perfectives.

Second, Kovac (2011), determined the distribution and frequency of different categories of speech errors in English as foreign language, and to examine the influence of the task type on their occurrence. The result of his study show that the engineering students in Croatia The significantly frequent omission of definite and indefinite articles contributed to the dominance of morphological errors. The students have been found to use bare nouns without the definite/indefinite article very frequently, that is, in most of the cases the article was omitted. The rate of lexical and phonological errors depended on the frequency of use, that is, low-frequency words were more susceptible to lexical errors than high-frequency words. Certain task types, such as precise descriptions, required more often the definite and indefinite article, resulting in a significantly higher rate of morphological errors.

Third, Jayasundara and Premarathna (2011), examine errors committed in writing and speaking performances by first year undergraduates of Uva Wellassa University. Based on the findings, it shown that the most common errors which have indicated more than 80% of total number of errors were reported under Grammar, Orthography and Syntactic categories. The maximum percentage of committed errors is reported in the field of Grammar. Moreover errors in Orthography takes the second place and then following by Syntactic. However, Lexical, Morphology and Other categories collectively being fewer numbers of errors committed by respondents.

Fourth, Hidayati (2011), analyzed the errors produced by an Indonesian learner in speaking in a given short speech task. The finding revealed that the

most dominant errors produced by the learners are morphological errors, followed by phonological errors and syntactic errors respectively. With regard to morphological errors, substitution type of errors is most frequently found in the speech, followed by addition and omission type of errors respectively. Similarly, in syntactic analysis, substitution type of errors appears to be the dominant errors followed by addition and omission type of errors respectively. Phonological errors are found more in the mispronunciations of vowels than those of consonants.

Fifth, Hervina (2014) examined the types of Grammatical Errors found at ELT students' speaking, the percentage and the factors influencing their grammatical errors. The results showed that in speaking performance, the students have not mastered the use of verb groups. It can be seen from the number of the errors made although they have been taught about it before they were still confused which one to use when making grammatical sentence. The students were still confused in making the agreement between subject and verb, in deciding preposition which preposition should be used, in deciding which pronoun which should be used to substitute noun, and the students applied rules in forming past time verb to conjunctions.

Thus, this current study is different from other studies due to the main point on comparative error of students' speech in different semester and investigates the types of errors related to the Clark and Clark, Dulay, Burt, and Krashen theories, describing the frequency of each type of errors, explain the dominant type of error, and the sources of errors made by the second and the fourth semester students.

As a result, the aims of the current study is five folds: 1) to describe the types of errors are found in the students' speech made by the second and the fourth semester students; 2) to know the frequencies of each type of errors found in the students' speech made by the second and the fourth semester students; 3) to know the dominance of errors in speech made by the second and the fourth semester students; 4) to explain the similarities and differences types of errors are found in the students' speech made by the second and the fourth semester students; 4) to

investigate the sources of errors are found in the students' speech made by the second and the fourth semester students.

2. METHODOLOGY

This research applies qualitative method. The subject of research are the second and the fourth semester students of English Education Department of Muhammadiyah University of Surakarta. There 42 students as sample in each level and the total participants are 84 students. The object of the study is comparative type of errors on students' speech form utterances containing errors made by the students. The data are erroneous in uttering speech taken from the students' speech of the second and the fourth semester in the speaking class. The method of collecting data that is used in this research is documentation proposed by Marshal (2006: 97). He says that qualitative researchers typically rely on four methods for gathering information: (a) participating in the setting, (b) observing directly, (c) interviewing in depth, and (d) analyzing documents and material culture. The technique for analyzing data that is used is error analysis proposed by Ellis (1997: 15). It consists of identifying errors, describing errors, explaining errors and errors evaluation.

3. FINDING AND DISCUSSION

In this section the researcher intends to describe the type of errors, to know the frequency each type of errors, the dominance of errors, to describe the similarities and the differences of errors, and the last point about the sources of errors of data erroneous made by the second and the fourth semester students.

1) Types of Errors Made by Students of the Second and the Fourth Semester

The result of comparative analysis of speech errors made by the second and the fourth semester students indicate that the types of errors made by the second semester are: (1) silent pause, (2) filled pause, (3) repeats, (4) unretraced false start, (5) retraced false start, (6) correction, (7) interjection, (8) stutters, (9) slip of tongue, (10) pronunciation error, (11) vocabulary error, (12) selection word error, (13) omission of bound morpheme-s, (14) omission of to be, (15) addition of to be, (16) omission of -ing, (17) addition of -ing, (18) omission of verb, (19)

misuse of to be, (20) addition of preposition, (21) misformation, and (22) misordering.

Meanwhile, the types of errors made by the fourth semester students are: (1) silent pause, (2) filled pause, (3) repeats, (4) unretraced false start, (5) retraced false start, (6) correction, (7) interjection, (8) stutters, (9) slip of tongue, (10) pronunciation error, (11) vocabulary error, (12) selection word error, (13) omission of bound morpheme-s, (14) omission of to be, (15) addition of to be, (16) omission of -ing, (17) addition of -ing, (18) omission of verb, (19) misuse of to be.

2) The Frequency of Errors in Spoken Production Made by Students of the Second and the Fourth Semester

The data of this research are taken from the students' of the second and the fourth semester of English Education Department of Muhammadiyah University of Surakarta. The researcher found all types of speech errors related with the theory Clark and Clark. The researcher determinants the frequency of each error uses the formula as follows:

$$N = \frac{fx \times 100}{n} \%$$

N = Error percentage

Fx = Frequency of error

n = Total number of frequency

After classifying data based on types of errors in research finding above, the researcher found the frequency of errors and the percentage of errors made by the students of the second semester of English Education Department of Muhammadiyah University of Surakarta. Total of the data are 801 utterances. In the table above, the researcher divided each type in detail. The researcher found 627 utterances or 78,22% of speech error, 125 utterances or 15,6% included in the type of morphological error, and 49 utterances or 6,05% of syntactical error. The researcher divided and explained each type in detail. Firstly, the researcher

divided types of speech error into nine types are silent pause, filled pause, repeats, unretraced false start, retraced false start, correction, interjection, stutters, and slip of tongue. The researcher found 100 utterances containing silent pause or about 12,48%, 262 utterances containing filled pause or about 32,70%, 181 utterances belongs to repeats or about 22,59%, 26 utterances including in the type of unretraced false start or about 3,24%, 31 utterances containing retraced false start or about 3,87%, 4 utterances containing correction or about 0,49%, 12 utterances belong to interjection or 1,49%, 5 utterances containing stutters or about 0,62%, and 6 utterances belongs to slip of tongue or about 0,74%.

Secondly, the researcher found 125 utterances or 15,6% in the type of morphological error. Then, the researcher divided it into three parts, namely, pronunciation error, vocabulary error, and selection word error. In line with the data has been explained above it could be said that 60 utterances containing of pronunciation error or it about 7,49%, 36 utterances belong to vocabulary error or about 4,49%, and 29 utterances containing word selection error or about 3,62%.

The last, the researcher found 49 utterances or 6,05% included in the type of syntactical error. Types of error appear in the data are omission of bound morpheme-s, omission of to be, addition of to be, omission of -ing, addition of -ing, omission of verb, misuse of to be, addition of preposition, misformation, and misordering. Related with the data above, the researcher found 10 utterances containing omission of bound morpheme-s or 1,24%, 11 utterances containing omission of to be or 1,37%, 4 utterances belong to addition of to be or 0,49%, 6 utterances belong to omission of -ing or 0,74% 4 utterances containing addition of -ing or 0,49%, 8 utterances containing omission of verb or 0,99%, 1 utterance belongs to misuse of to be or 0,12%, 1 utterance belongs to addition of preposition or 0,12%, 1 utterance belongs to misformation or 0,12%, and 3 utterances belong to misordering or 0, 37%.

Moreover, researcher found the frequency of each types of errors made by the students of the fourth semester of English Education Department of Muhammadiyah University of Surakarta. Total of the data are **1.006** utterances. In

the table above, the researcher divided each type in detail. The researcher found 844 utterances or 83,86% of speech error, 132 utterances or 13,1%% included in the type of morphological error, and 30 utterances or 2,93% of syntactical error. The researcher divided and explained each type in detail. Firstly, the researcher divided types of speech error into nine types are silent pause, filled pause, repeats, unretraced false start, retraced false start, correction, interjection, stutters, and slip of tongue. The researcher found 59 utterances containing silent pause or about 5,86%, 501 utterances containing filled pause or about 49,80%, 163 utterances belong to repeats or about 16,20%, 16 utterances including in the type of unretraced false start or about 1,59%, 46 utterances containing retraced false start or about 4,57%, 5 utterances containing correction or about 0,49%, 17 utterances belong to interjection or 1,68%, 23 utterances containing stutters or about 2,28%, and 14 utterances belongs to slip of tongue or about 1,39%.

Secondly, the researcher found 132 utterances or 13,1% in the type of morphological error. So, the researcher divided it into three parts, namely, pronunciation error, vocabulary error, and selection word error. In line with the data has been explained above it could be showed that 102 utterances containing of pronunciation error or it about 10,13%, 3 utterances belong to vocabulary error or about 0,29%, and 27 utterances containing word selection error or about 2,68%.

The last, the researcher found 30 utterances or 2,93% included in the type of syntactical error. Types of error appear in the data are bound morpheme-s, omission of to be, addition of to be, omission of verb, omission of noun, omission of -ing, addition of -ing, and misuse of to be. Related with the data above, the researcher found 12 utterances containing omission of bound morpheme-s or 1,19%, 1 utterance containing omission of to be or 0,09%, 1 utterance belong to addition of to be or 0,09%, 8 utterances containing omission of verb or 0,79%, 4 utterances belong to omission of -ing or 0,39%, 2 utterances containing addition of -ing or 0,19%, and 2 utterance belongs to misuse of to be or 0,19%.

From the explanations above, to know the frequency of each type of errors made by the students can be seen in the table below:

Table 1. The Frequency of Errors Made by the Second and the Fourth Semester Students of English Education Department of Muhammadiyah University of Surakarta

The 2 nd Semester				The 4 th Semester	
No	Types of Errors	Number	%	Number	%
Speech Error		627	78,22%	844	83,86%
1.	Silent Pause	100	12,48%	59	5,86%
2.	Filled Pause	262	32,70%	501	49,80%
3.	Repeats	181	22,59%	163	16,20%
4.	Unretraced False Start	26	3,24%	16	1,59%
5.	Retraced False Start	31	3,87%	46	4,57%
6.	Correction	4	0,49%	5	0,49%
7.	Interjection	12	1,49%	17	1,68%
8.	Stutters	5	0,62%	23	2,28%
9.	Slip of Tongue	6	0,74%	14	1,39%
Grammatical Error		125	15,6%	132	13,1%
a. Morphological Error					
10.	Error in Pronunciation	60	7,49%	102	10,13%
11.	Error in Vocabularies	36	4,49%	3	0,29%
12.	Error in Word Selection	29	3,62%	27	2,68%
b. Syntactical Error		49	6,05%	30	2,93%
13.	Omission of Bound Morpheme	10	1,24%	12	1,19%

	- s				
14.	Omission of to be	11	1,37%	1	0,09%
15.	Addition of to be	4	0,49%	1	0,09%
16.	Omission of -ing	6	0,74%	4	0,39%
17.	Addition of -ing	4	0,49%	2	0,19%
18.	Omission of Verb	6	0,99%	8	0,79%
19.	Misuse of to be	1	0,12%	2	0,19%
20.	Addition of Preposition	1	0,12%	-	-
21.	Misformation	1	0,12%	-	-
22.	Misordering	3	0,37%	-	-
Total of The Data		801	100%	1.006	100%

3) The Dominance of Errors in Spoken Production Made by Students of the Second and the Fourth Semester

From the frequency of each type of error, it can be sure that the most dominant of error categories made by students of the second and the fourth semester of English Education Department of Muhammadiyah University of Surakarta is filled pause. The second semester students produce 262 words (**32,70%**), whereas the fourth semester students produce 501 words (**49,80%**). It showed that the students of the second and the fourth semester still get troubles and difficulties in planning and execution their utterances by producing filler words to fill the gap between utterances.

4) The similarities and Differences of Errors in Spoken Production Made by Students of the Second and the Fourth Semester

Derived from the comparative of error classification above, the researcher found the similarities and differences that made by the second and the fourth semester students of English Education Department of Muhammadiyah University

of Surakarta. The similarities of errors found by researcher are: (1) silent pause, (2) filled pause, (3) repeats, (4) unretraced false start, (5) retraced false start, (6) correction, (7) interjection, (8) stutters, (9) slip of tongue, (10) pronunciation error, (11) vocabulary error, (12) selection word error, (13) omission of bound morpheme-s, (14) omission of to be, (15) addition of to be, (16) omission of –ing, (17) addition of –ing, (18) omission of verb, (19) misuse of to be.

The researcher found the differences of errors made by the second and the fourth semester students as follow: (1) addition of preposition, (2) misformation, and (3) misordering. Clearly, to show the similarities and differences between the second and the fourth semester can be seen from the table below:

Table 2. The Similarities and Differences of Errors in Spoken Production Made by Students of the Second and the Fourth Semester

No	Types of Errors	The 2 nd semester	The 4 th semester
Speech Errors			
1.	Silent Pause	✓	✓
2.	Filled Pause	✓	✓
3.	Repeats	✓	✓
4.	Unretraced False Start	✓	✓
5.	Retraced False Start	✓	✓
6.	Correction	✓	✓
7.	Interjection	✓	✓
8.	Stutterslip of Tongue	✓	✓
Morphological Error			
9.	Error in Pronunciation	✓	✓
10.	Error in	✓	✓

	Vocabularies		
11.	Error in Word Selection	✓	✓
Syntactical Error			
12.	Omission of Bound Morpheme – s	✓	✓
13.	Omission of to be	✓	✓
14.	Addition of to be	✓	✓
15.	Omission of –ing	✓	✓
16.	Addition of –ing	✓	✓
17.	Omission of Verb	✓	✓
18.	Misuse of to be	✓	✓
19.	Addition of Preposition	✓	-
20.	Misformation	✓	-
21.	Misordering	✓	-

Note:

✓ = existence

- = non existence

5) The Sources of Errors in Spoken Production Made by Students of the Second and the Fourth Semester

Three sources had been found in this study are cognitive reason, situational anxiety and social reason.

a. Cognitive Reason

In this case, the researcher found that the students made errors because of cognitive difficulty. Cognitive is concerned with internal mental states. It is much related with the mental process of how people think, perceive, remember, and learn. Brain processing is much needed in the process of uttering words before executing. The cognitive difficulties are lack of vocabulary, lack of grammar mastery, and lack of pronunciation mastery. For the example “*My name is Alam Jati, [ah] I’m from Muara Bungur Jambi [ah] I live in Kartosuro I live in [ah] [//] friend house and I already [//] finish my study in [//] UMS (pura puranya) and English department [//] department and my [//] my last score is 3.97*”. Cause of limited of vocabulary mastery, the speaker makes silent pause and filled pause in her speech. Besides that, she commits error to say Indonesian language such as “pura puranya” it is caused of lacking vocabulary mastery had by the students.

b. Situational Anxiety

Situational anxiety is the second source of difficulty in this research. Anxiety is commonly experienced in high pressure situations, for example, prior to a making a speech or sitting an exam. When someone develops anxiety, they may notice that they find more and more things to inspire feelings of nervousness. Here, the students made errors in their speech as the result of situational anxiety. The students who got this situation, they would get nervous, hesitation, less confidence, and worry about what would be said. For the example “”*[Em] [//] I want to [//] I want to work in your school because [ah] I’m [\] I want to teach [//] I want to teach [ah] students to [//] to make [//] to make they smart and I’ve [//] working in senior high school I two years and [//] and I’m UMS [grad-graduated]*”. This example indicates that the speaker committed errors such as silent pause, filled pause, and stutter are the factors from her anxiety then she got nervous in delivering her speech. In this situation between planning and execution are different. Those errors happen when the students get nervous in delivering their speech in the presentation.

c. Social Reason

The last reason that caused error is social reason. In this social reason, the speaker made errors in the term of *being disrupted when friends are crowded in the class*. In this condition becomes the social reason in committing errors for the students' speeches. Students have to deliver their speeches in their friends and lecturer. In this situation, to make all of students in the class listens carefully to every speakers is impossible. Because they consist of many people in the one class. Social pressure seemed to make speaking English difficult for the students to execute the planning. For the example "*Debate and [ah] society [society] the individual skills-the individual skills learns [//] the individual skill learns-the individual skills learn debate have all have all a broader impact have all a broader impact on society [society] as well*".

This example shows that, the student makes many repeats of the words "*the individual skills*" it causes of when he presents his material all of his friends laugh at him because he makes repeats more than one word. Besides that, there is one of his friend tells his name loudly by saying "*Enough is enough, please make end your presentation now*". It is listened by the presenter and make him feel uncomfortable in the class to continue presenting the material and he also makes pronunciation error in uttering the word "society" so some of his friends still like to laugh at him anymore.

Table 3. Sources of Errors in Spoken Production Made by Students of the Second and the Fourth Semester

No	Sources of Errors	Aspects
1.	Cognitive reason	<ul style="list-style-type: none">- Lack of vocabulary mastery- Lack of grammar mastery- Lack of pronunciation mastery
2.	Situational anxiety	<ul style="list-style-type: none">- Getting nervous- Hesitation- Less of confidence

3.	Social reason	- Being distracted when friends are crowded in the class
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4. CONCLUSION

The results of the study had found some types of errors made by the second and the fourth semester of Department English Education of Muhammadiyah University of Surakarta. The researcher also found the frequency of each type of errors made by them, the most dominant of errors made by them that is in the same type of filled pause but in different number of frequency and percentage. Besides that, the researcher found the similarities and differences made by the second and the fourth semester students, the source of errors also are found by the researcher, those are cognitive reason, situational anxiety and social reason. Meanwhile the differences are not found by the researcher.

Finally, the researcher conclude that in this present study, the students made a large number of errors both of the second and the fourth semester. The most error made by them is in the filled pause. But, the fourth semester students have more dominance errors in producing filled pause than the second semester students. It occurred because they think carefully in producing the words before executing them to know whether correct or incorrect words are selected from their minds. Whereas, the second semester students made fewer errors than the fourth semester students. It happened because they confuse to express their ideas when speaking therefore they do not produce a lot of words in their speeches.

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