

**ERRORS IN SPOKEN PRODUCTION MADE BY ACCOUNTING
DEPARTMENT STUDENTS IN ENGLISH TUTORIAL PROGRAM (ETP)
OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA**



**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor
Degree of Education in English Department**

by:

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**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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APPROVAL

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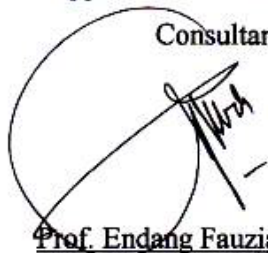
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A handwritten signature in black ink, appearing to read 'Endang Fauziati', is written over a large, hand-drawn circle. The signature is slanted and somewhat stylized.

Prof. Endang Fauziati, M.Hum

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Surakarta, January 31, 2017

The researcher



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ABSTRACT

This article is aimed to present the type, frequency, and dominant speech errors, and sources made by students of Accounting Department in the English Tutorials Program at Muhammadiyah University of Surakarta. The type of this research is descriptive qualitative research. The subjects are the first semester students of accounting department in English Tutorial Program (ETP). The techniques for collecting the data include: collecting the videos from tutor ETP, making the script of utterances, reading, and listening the recorded videos the utterances, and identifying and explaining. To analyze the types of errors, the writer uses theory of Clark and Clark (1972) and theory from Dulay, Burt, Krashen and Richard (1982). In the finding, researcher found speech error: (1) silent pause (19,65%), (2) filled pause (28,07%), (3) repeats (22,46%), (4) stutters (6,32%) , (5) correction (5,96%), and (6) interjection (1,40%). Morphological errors included vocabularies error (the used of Indonesian Language) (3,15%) , and error in word selection (3,16%). Syntactical errors included omission of bound morpheme [-s] as plural marker (5,26%) , of omission of preposition (2,10%), omission of to be as predicative (1,75%), and addiction of preposition (0,35%). The dominant error is filled pause. The sources of error made by students are: (1) cognitive reason and (2) psychological reason.

Keyword: *speech production, error analysis, sources of error*

ABSTRAK

Artikel ini bertujuan untuk menyampaikan jenis, frekuensi, dan dominan kesalahan berbicara, dan sumber-sumber yang dibuat oleh mahasiswa pendidikan akuntansi dalam English Tutorial Program di Universitas Muhammadiyah Surakarta. Jenis penelitian ini adalah penelitian deskriptif kualitatif. Subyek penelitian ini adalah siswa semester pertama jurusan pendidikan akuntansi di English Tutorial Program (ETP). Di penelitian ini, penulis mengolah data menggunakan teknik seperti: mendapat video-video dari tutor ETP, membuat transkrip, membaca, dan mendengarkan audio recorder, dan mengidentifikasi, menjelaskan berdasarkan kesalahan berbicara bahasa Inggris. Untuk menganalisis jenis error, penulis menggunakan teori oleh Clark and Clark (1972) dan Dulay, Burt, Krashen dan Richard (1982). Di penemuan, penulis menemukan *speech error*: (1) *silent pause* (19,65%), (2) *filled pause* (28,07%), (3) *repeats* (22,46%), (4) *stutters* (6,32%) , (5) *correction* (5,96%), (6) *interjection* (1,40%). Di *Morphological* : *vocabularies error (the used of Indonesian Language)* (3,15%) , dan *error in word selection* (3,16%). Di *syntactical* : *omission of bound morpheme [-s] as plural marker* (5,26%) , *of omission of preposition* (2,10%), *omission of to be as predicative* (1,75%), dan *addiction of preposition* (0,35%).

Kesalahan berbicara di dominasi oleh *filled pause*. Sumber kesalahan yang di buat oleh siswa: (1) *cognitive reason* dan (2) *psychological reason*.

Kata kunci : *pengucapan , analisis kesalahan, sumber kesalahan*

1. INTRODUCTION

Muhammadiyah University of Surakarta has a new program for students were called English Tutorial Program (ETP). ETP is the new program to the non-English department in UMS for learning English. This program focuses on students of the first and second semester in UMS. The English Tutorial Program has purposed to give basic skills in writing and speaking, and improved learning English.

Speaking is part of the four language skills, namely listening, speaking, reading, and writing. Speaking is one of the essential skills of students in English Tutorial Program because they have to use the English language to deliver the material. It is not easy for students to do it. In ETP, students think and try what they say and automatically say it. During ETP class, students of Accounting Department usually make an error in speaking. Speaking was difficult to say naturally and spontaneously in English by students to search the next words. Absolutely, speech production means the speaker often needs thoughtful planning to excuse the speech they want to produce.

Clark and Clark (1977:224) in Fauziati (2016) asserted that the speech production was simply described as the speakers first plan what they want to say based on how they want to give effect to their listener. They then put their plan into execution, uttering the segment words, phrases, and sentences, which make up the plan. However, not all goes well in everyday speech. The actual speech execution is often filled with some errors; this is due to the intermixture between planning and execution. It means when the students produce speech spontaneously in the process of delivering their speech, it is not losing of errors in their speech.

The students of the accounting department in English Tutorial Program at Muhammadiyah University of Surakarta have many problems when they

practice speaking in every meeting. One of them is speech error that caused many reasons for themselves, for example as follows:

(1) Marisa : “aaa ...what do you want in this job?”

Marisa’s utterance should be “What do you want in this job?” This phenomenon is called filled pause means that the speakers would like to search next word.

(2) “Lutfi : good (pause) good afternoon, nice to meet you?”

Lutfi’s utterance should be “Good afternoon, nice to meet you?”. This phenomenon of repeats means that speaker repeats their utterances.

Based on the phenomena above, the writer was interested in conducting a study of errors that is produced by students of Accounting Department a case study in the English Tutorial Program, and in this study writer will describe the type, frequency, dominant of errors, and sources made by students of Accounting Department in the English Tutorial Program in academic years of 2016/ 2017.

There are some previous studies related to errors production by students. Ting, Mahadhir & Chang’s Work (2010) found types of errors and changes in grammatical accuracy during the duration of the English for Social Purposes course focusing on oral communication in the class. The result of this research showed that students who are not fluent in English did not include speaker fluency when producing utterances in English accusation.

Kovac’s Work (2011) found distribution and frequency of different categories of speech errors in English as a foreign language, and to examine the influence of the task type of occurrence of the influence in speaking English. The result of this study indicates differences of the main problem between L1 semantic and the conceptual system L2, and also there is a significantly higher frequency of syntactic errors, in relation to the tasks aimed at describing the static, spatial constellations. There are categories of the types of speech error such as wrong verb formation, morphological errors, and lexical errors.

Tarawneh & Almomani’s Work (2013) found teaching classroom when the teachers correct learners spoken English is necessary if the mistake or error

is major. The result of those studies shown that students might react to corrective feedback in a number of ways. So, this study found out that learners while uttering short, simple sentences; learners commit both an error and a mistake as a result of L1 interference, overgeneralization, lack of competence, and carelessness.

Karim & Shah's Work (2014) indicated that preposition was the most frequent types of grammatical error made by learners. The results show that giving feedback to learner's utterances is wrong exposed to more ESL lessons while pursuing their degree programmers at IIUM. These subjects still produced a wide range of grammatical errors, especially when students make errors in the use of prepositions, nouns and verbs in their presentations in the process learning activities.

Yildis's Work (2015) found that prepositional, lexical, and grammatical errors were the most frequently encountered errors, in descending order. The purpose of this study is whether L1 Turkish caused interference errors in Turkish EFL learners' when spoken English discourse. The result of this study is that there was no significant difference between two different English proficiency groups with regard to the number of errors they made.

Minis Work (2014) found that there are types of errors to analyze the frequency of error utterances in oral production, to analyze the dominant type of error, and to describe the sources of error in speaking showed up by English department students of UMS. The type of this research used descriptive qualitative research. 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 dominant types of error is speech error, especially filled pause; there are 53 utterances filled pause or about 28,34%; (3) the sources of error are cognitive reason, psychological reason, socials reason, the interlingual transfer and intralingual transfer.

Putri's Work (2016) found three kinds of error such as speech error, morphological error and syntactical error. This research paper is aimed to classify the type of errors, analyze the frequency and dominant, and explain the

sources of error. The result of this study found in the data indicated 305 error utterances. The researcher presumes that the students in English Tutorial Program of Muhammadiyah University of Surakarta still make a lot of errors in their speech. Speech error is the error that often occurs, especially filled pause.

In this research, the researcher used several theories related to the problem about speech error. The underlying theories consist of notion of speaking skill, micro and macro skills of speaking, aspect of speaking skill performance, speech production, planning and execution, sources of planning difficulty, speech error, notion of speech error, common of speech error, notion of error analysis, identification of error, and error classification

In this research, the researcher focused on analysis of error used as speech error, morphological, and syntactical made by students Accounting Department with case of English Tutorial Program at Muhammadiyah University of Surakarta. Some objectives of the study are: (1) to describe the types of speech error made by students of the first semester, (2) to describe the frequencies of types of speech error made by students of the first semester, (3) to identify the dominant types of speech error made by students of the first semester and (4) to clarify the sources of speech error made by students of the first semester.

2. RESEARCH METHOD

This research uses descriptive qualitative research. The researcher describes the error made by students of the Accounting Department in English Tutorial Program (ETP) at Muhammadiyah University of Surakarta. The subjects of this study were the first semester students of the Accounting Department in English Tutorial Program (ETP) of the Muhammadiyah University of Surakarta in the academic year of 2016/2017. The objects of this study were the utterances containing errors in spoken produced by the students of the first semester in the Accounting Department at Muhammadiyah University of Surakarta. The data in this study were the utterances containing from speaking error from transcription of the audio record made by the first

students of the Accounting Department. The data sources of this research were 34 students that consist of 9 males and 25 females. In this research, the researcher collects the data using the techniques such as: collecting the videos from tutor ETP, making the script of utterances, reading, listening and watching the recorded videos the utterances by Accounting Department in ETP, and identifying the data based on speech error of viewed from error analysis, and explaining the utterance containing error and selected, classified the data based on types of error in speaking English. The technique of analysing the data is descriptive qualitative technique which includes data reduction and data display.

3. RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher discusses two points namely: findings and discussion. The research finding consists of types of speech error, frequency, and the dominant of speech error. In the discussion, the writer would like to compare this research with previous study.

3.1.Types of Error

Based on the data the writer found the three points classified of theory. They are speech error, morphological error, and syntactical.

1) Speech Error

The writer classified the data on Clark and Clark's (1972) theory to analyze error which is silent pause, filled pause, correction, repeats, stutters, interjection, false start, retraced, and slip of tongue. From the data the researcher did not find all of the types of speech error because the writer found 6 types of error such as silent pause, filled pause, correction, repeats, stutters, and interjection.

a) Silent Pause

Silent pause is no speech between words (Fauziati, 2013:90). The writer found 66 of the utterances containing of silent pause. The writer found 66 of the utterances containing of silent pause. The examples of silent pause as follows:

(1) “Youuuu you will get you will get one//[06] aa you will get one million rupiah”.

This example indicated that student used silent pause in their utterance. She got trouble and keeps silent in their uttered after the word “one” and was silent in “6 second”. She uttered the word with pause because of the problem in uttering to the continuous words.

b) Filled Pause

The second type of common speech error is filled pause. Filled pause means that when the speakers tried to search the next words. And also the speakers produce the sounds such as *um*, *aa*, *ee*, *em*, *ah* and etc.

The writer found 80 of the utterances containing of filled pause. Actually the examples of filled pause were made by the first students of Accounting Department in English Tutorial Program (ETP) activities as follows:

(1) “My education is, *ee* accounting Accounting Education”.

From the example above, the student got problem to find the next word in their speech. It is indicated that students used filled pause in her speech. After the word “*is*” the student get the difficulty when producing her speech. She produces words “*ee*” in her utterance. It is a filled pause after word “*is*” when she tried to remember the next words to her utterance.

c) Repeats

Repeats are the common speech error that has meaning that the speakers produce speech and repeat one or more than one in their utterances the next word, so they make repetitions what they said before the speech. The writer found 64 utterances containing of repeats. The examples of repeats are such as:

(1) Aa//[05]in innnn equipment

The first utterance, student got trouble to search next word to say. So, she repeats her word “in” in twice. Speaker repeats their word

because of the difficulty to find the next word. It is error because the speaker repeats their word more than one in the utterance.

d) Stutters

According to Clark & Clark (1979) as cited in by Fauziati (2013) the example of stutters such as turn on the h-h-h-h heater switch. In the data, the writer found 18 containing of utterances the stutters of errors such as. There are other examples of stutter as follows:

(1) "M m m mooo... my *motivation* is independent in my family".

From the example above, the student got difficulty found the word "*motivation*". It is indicated that students who repeat the syllable "*m-m-m*" in three times before she uttered the correct word "*motivation*".

e) Correction

Correction means that the speakers produce the sound and tried to correct their words, for example they produce such as *eh*, *kok*, *kuwi*. The writer found 18 utterances containing of correction. The other examples of correction produced by students of English Tutorial Program include:

(1) "Hi boy hi boy *eh* kowe kopi opo teh?"

The first sentence showed that students corrected their speech using explicit the word "*eh*" and the next the speech with corrected word.

f) Interjection

Interjection has meaning vacillation pause; it is indicated that the speaker has to stop to think about what to say next words. The sounds that were produced such as *oh*, *um*, or *a!* Based on the data of this research, the writer found 5 utterances containing of interjection. The examples of interjection as follows:

(1) "Aa this//[⁰²] *ah* sek sek this day last English Tutorial Program".

The first example, indicated that student used of a short exclamation like “ah”. Student was shocked and confused to say the word at the moment. She makes a sentence not clearly because she stops in a few minutes and then was shocked to say after the word “this”.

3.2.Morphological Error

Morphological error means the structure of the words, about how words are created, and how the parts add together. In this morphological error the writer found two categories as follows vocabularies error, and error in word selection.

a) Vocabularies Error

Based on the data from this research, the vocabulary error contained students that produce error with insert the Indonesian language in their speech. The writer found 14 of the utterances containing of vocabularies error. The other examples of the used Indonesian language in English Tutorial Program (ETP) as follows:

(1) “In *Universitas eh Muhammadiyah Universitas* of Surakarta”.

When starting the word “*in*” he feels confused and tries to search the next word after “*in*”, so she compares the Indonesian language and English language in his utterance.

b) Error in Word Selection

Error in word selection means that the speakers got the troubles when choosing the right and appropriate words in their utterances. Because there are many words that contain similarities in English and they use to speak the Indonesian language. The writer found 7 of the utterances containing of error in word selection. The example of error in word selection as follows:

(1) “*Program study Accounting Education*”.

The example above indicated that she also makes an error in word selection. She produced words “*Program study Accounting Education*”. Error in the choice of words is “*Program study*”.

Accounting Education". So, it should be "*The study program is Accounting Education*".

3.3.Syntactical Error

Syntactical error consists of the omission of bound morpheme [-s], omission of preposition, omission of to be, and addition of preposition.

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

Type of error which is characterized by the absence of an item that might appear in well-formed utterances are called Omission. The examples of grammatical error as follows verb inflection (-s, -ed, ing) and noun. In this data for research, the writer found 15 of the utterances containing of silent pause. The examples of omission of bound morpheme [-s] as plural marker such as:

(1) "Hi my *friend* "

In this example, the writer indicated that the student forget to use plural marker [-s] in their sentence in the word "friend" that should be "friends" because she has 9 friends in the ETP class.

b) Omission of Preposition

A preposition is the word used before pronoun and noun. It is used to show the relation between pronoun and noun with the other in the phrase or sentence. The writer found 6 utterances containing of omission of preposition. The other examples of omission of are as follows:

(1) " I came *for* Boyolali"

The example above, indicated that the speaker was confused to make a sentence using words. The word "*for*" should be "*from*".

c) Omission of To Be as Predicative

Omission of to be is used depending on the subject. To be in subject such as is, am, are. Subject I used *am*, subject he/she/it used *is*, and subject they/we/you use *are*. The writer found 12 of the utterances containing of omission of to be. For examples of omission of to be such as:

(1) “Heee //[03]... very handsome”

The example above indicated that student forgot to use *to be* in the sentence, because of her quick to speak. She forgot to use *to be* in the word after the word “*he*” and should be “*He is very handsome*”.

d) Addiction of Preposition

A preposition is used to show a connection that noun or pronoun and some other words, in the sentence that comes in front of a noun or pronoun. Addiction of preposition is different between omissions of preposition, because speaker added preposition in the sentence.

In this case, the writer found 1 utterance made by students of English Tutorial Program in addiction of preposition such as” I came *for* Boyolali”. For example, student created the addiction of preposition in their sentence. She added the word “at” as preposition, but it should use preposition “in”. So, the correct sentence is “I study in UMS”.

The researcher compares her research finding with other previous findings. This research finding is not in line with Ting, Mahadhir & Chang’s Work (2010). The study used the surface structure descriptions by Dulay, Burt & Krashen’s (1982) theory to analyze the data. In their findings of the study, the most frequency of errors made by learners is misinformation. This finding is also not supported by Karim & Shah’s Work (2014). The participants of the study were 15 EOP learners. The data were analyzed using grammatical error, namely wrong use of nouns, wrong addiction of prepositions, wrong use of verbs, wrong use of phrasal verbs, wrong use of adjectives ending in-ed-ing, wrong use of prepositions in phrases, countable use of uncountable nouns, and redundant expressions produced by learners. This finding is also not in line with Tarawneh & Almomani’s Work (2013). The result of the study is mistakes and errors are classified into subject-verb agreement, plural morpheme, and L1 interference. The current study did not find in previous findings because of the researcher used many variables namely: speech error, morphological error, and syntactical error in analysis

the error made by students of the Accounting Department in English Tutorial Program (ETP) at Muhammadiyah University of Surakarta.

Based on the explanation above, the researcher found error utterance such as types of speech error, morphological and syntactical. According to Clark and Clark (1977) in Fauziati (2016) the types of speech error are silent pause, filled pause, correction, repeats, stutters, interjection, false start, retraced, and slip of tongue. The researcher compared her findings with Clark and Clark (1977) theory. This research finding corresponds with Clark and Clark (1977) theory.

3.4. The Frequency and Dominant of Error

The researcher found the data from first students of Accounting Department in English Tutorial Program (ETP) of the Muhammadiyah University of Surakarta. The researcher just found 6 from nine types of errors and also found another type of error such as morphological and syntactical. However, the frequency of each error is different.

Describing the frequency of error, the researcher determined the frequency of error by referring to the theory of Walizer edited by Sadiman. The researcher uses formula as follows:

$$EP: \frac{F \times 100\%}{N}$$

Error Percentage: EP

Frequency of error: FE

Total number of frequency: N

Table 4.1
Frequency and Dominant of Error

No.	Types of Errors	Example	N	%
a. Speech Error			239	83,86%
1.	Silent Pause	First, what education do youuu // [03] do you do you have?	56	19,65%
2.	Filled Pause	And then aa// [03] andddd hot tea ready to tea.	80	28,07%
3.	Repeats	<i>Howww much how much</i> paid per month.	64	22,46%
4.	Stutters	<i>Diff-diff- different</i> friends.	18	6,31%
5.	Correction	Pot <i>eh</i> // [05] put put the pill// [03] into blender	17	5,96%
6.	Interjection	<i>Ah</i> I study in UMS.	4	1,40%
b. Morphological Error			19	6,67%
1.	Vocabulary	<i>Terus aa</i> // [06] In <i>Universitas eh Muhammadiyah Universitas of Surakarta.</i>	10	3,51%
2.	Error in Word Selection	<i>Program study Accounting Education.</i>	9	3,16%
c. Syntactical Error			27	9,46%
1.	Omission of Bound morpheme [-s] as Plural Marker	ee yes, I have many <i>question.</i>	15	5,26%
2.	Omission of Preposition	Why do you want toooo work ...here.	6	2,10%
3.	Omission of To Be as Predicative	Heee // [03]... very handsome and told.	5	1,75%
4.	Addiction of Preposition	I came <i>for</i> Boyolali	1	0,35%
Total			285	100%

Compared with last previous study from Putri's Work (2016) there were 305 data containing of errors. The researcher used Clark and Clark theory and Dulay Burt, and Krashen theory to analyze the error. They are speech error, morphological error and syntactical error. Speech errors are filled pause (81, 96%), Repeat (44, 27%), silent Pause (19, 67%), stutters (6, 22%), injection (1, 96%), correction (0, 65%), slip of the tongue (0, 98%). Morphological error which includes vocabulary error (1,96%), pronunciation (9, 83%), omission of bound (1, 63%). Syntactical error are omission of modal (will) (1, 31%), omission of preposition (1, 31%),

question construction (1, 31%) and the last wrong in word selection (0, 65%). In his research, the speech error found 7 types of speech error, in the morphological found 3 types of error, namely pronunciation, vocabulary and omission of bound, and the syntactical found 4 types namely are omission of modal, omission of preposition, question construction and the last wrong in word selection.

Based on the frequency above, the researcher concludes that the dominant error of this research is filled pause from 80 utterances or about 28,07%. The researcher corresponds the finding with Putri's work (2016) that the dominant error made by students is filled pause.

3.5.Sources of error

The researcher found there are two sources of errors made by students of accounting department in English Tutorial Program at Muhammadiyah University of Surakarta. They are cognitive reason and psychological reasons.

The researcher compares her research finding with others previous finding. This research finding is not in line with Ilmiani's (2014). The sources of error are cognitive reason, social reason, psychological reason, the interlingual transfer and intralingual transfer. However, this current study has a different variable to analyze the error and the sources of error.

The finding of this study was supported by the theory of Clark and Clark, 1977:37, (in Fauziati 2016:85-86) states that there are three possible sources of planning difficulty namely: cognitive reasons, social reason and psychological reason.

4. COUNCLUSION

The researcher makes the conclusion that the students of the Accounting Department in English Tutorial Program (ETP) of Muhammadiyah University of Surakarta stills make errors in delivering their speech. The most error made by students is filled pause. It happened because they are confused to express

their ideas when speaking; therefore they do not search a lot of words in their speeches.

Analysing error is very important in studying English. It is important to investigate the error produced by students because to know the dominant error, and the frequency. The tutor can evaluate their teaching method and learning materials to decrease error produced by students to fit the varying types of learners therefore the materials are easy to understand by learners. The teaching method and learning materials are very important for tutor and students in process learning activities. The implication concerns to the tutor that has role as facilitator of education in their own group. As the process of learning activities the students will commit varying error. The tutor is aware and provides error correction treatment that the student would be aware of their error as well.

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