ERROR ANALYSIS IN ORAL PRODUCTION MADE BY ENGLISH DEPARTMENT STUDENTS IN MICROTEACHING CLASS AT MUHAMMADIYAH UNIVERSITY OF SURAKARTA

PUBLICATION ARTICLE

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

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2016
APPROVAL

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Surakarta, Agustus 2016

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Abstract

The objectives of this study are to describe the types of error, to describe the frequency of error, to describe the dominant error, and to explain the sources of error. The type of this study is descriptive qualitative research. The data of this research are utterances containing errors taken from Microteaching video at Muhammadiyah University of Surakarta. The data collection of this research is documentary study. There are 595 utterances containing error. The writer uses descriptive qualitative technique to analyze the data. The writer uses theory from Clark and Clark to analyze the error. In the result of this study, the writer divided types of error into three classification. They are speech error, morphological error, and syntactical error. The writer found 501 utterances or 84.63% of speech error, 29 utterances or 4.90% of morphological error, and 62 utterances or 10.47% of syntactical error. In speech error, the writer finds 215 utterances containing silent pause or 36.13% of silent pause, 97 utterances containing filled pause or 16.40% of filled pause, 109 utterances containing repeats or 18.32% of repeats, 25 utterances containing stutters or 4.20% of stutters, 2 utterances containing correction or 0.34% of correction, 10 utterances containing interjection or 1.68% of interjection, 6 utterances containing unretraced false starts or 1.01% of unretraced false starts, and 37 utterances containing retraced false starts or 6.22% of unretraced false starts. In morphological error, the writer finds 5 utterances containing vocabulary errors or 0.84% of vocabulary errors, and then 27 utterances containing error in the selection words or 4.54% of error in selection words. And in syntactical error, the writer finds 13 utterances containing omission of bound morpheme or 2.18% of bound morpheme, 4 utterances containing addition of bound morpheme or 0.67% of addition of bound morpheme, 34 utterances containing omission of to be or 5.72% of omission of to be, and 11 utterances containing addition of to be or 1.85% of addition of to be.

Keywords: error, Microteaching, oral production.

Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan macam-macam kesalahan, untuk mendeskripsikan seringnya kesalahan, untuk mendeskripsikan kesalahan yang menonjol, dan untuk menjelaskan sumber-sumber kesalahan. jenis penelitian ini adalah penelitian deskriptif kualitatif, data pada penelitian ini adalah uangkapan yang mengandung kesalahan diambil dari video microteaching di Universitas Muhammadiyah Surakarta. Pengumpulan data pada penelitian ini menggunakan dokumentasi. Ada 595 uangkapan yang mengandung kesalahan. peneliti menggunakan teori dari Clark dan Clark untuk menganalisis data. Hasil dari penelitian ini, penulis membagi jenis-jenis kesalahan menjadi tiga macam, yaitu speech error, morphological error, and syntactical error. Peneliti menemukan 501 uangkapan atau 84.20% Speech error, 32 uangkapan atau 5.38% morphological error, dan 62 uangkapan atau 10.42% termasuk syntactical error. Dalam speech error, peneliti menemukan 215 uangkapan yang mengandung silent pause atau sekitar 36.13% masuk dalam silent pause, 97 uangkapan yang mengandung filled pause atau 16.40% filled pause, 109 uangkapan mengandung repeats atau 18.32% repeats, 25 uangkapan mengandung kesalahan stutters atau sekitar 4.20%, 2 uangkapan mengandung kesalahan correction atau sekitar 0.34%, 10 uangkapan mengandung kesalahan interjection atau sekitar 1.68%, 6 uangkapan mengandung kesalahan unretraced false starts atau sekitar 1.01%, dan 37 uangkapan mengandung kesalahan retraced false starts atau sekitar 6.22%. Dalam morphological error, peneliti menemukan 5 uangkapan masuk dalam vocabulary error atau sekitar 0.84%, dan 27 uangkapan mengandung kesalahan error in the selection word atau sekitar 4.54%. Dan dalam syntactical error, peneliti menemukan 13 uangkapan masuk dalam kesalahan omission of bound morpheme atau sekitar 2.18%, 4 uangkapan masuk dalam kesalahan addition of
bound morpheme atau sekitar 0,67%, 34 ungkapan masuk dalam kesalahan omission of to be atau sekitar 5,72%, dan 11 ungkapan masuk dalam kesalahan addition of to be atau sekitar 1,85%.

Kata kunci:kesalahan, microteaching, ungkapan.

1. INTRODUCTION

Microteaching is one of the courses in School of Teacher Training and Education in Muhammadiyah University of Surakarta. Microteaching is given to the students in the sixth semester before they join in apprentice. By Microteaching the students can teach the other friends in front of class. Besides that, the students get experiences become a teacher. Microteaching also has many benefits to the students. One of them is to build the mental of students and increase the knowledge. It can also develop the students’ skill like speaking.

The students in the microteaching class have produced speech spontaneously. In producing speech, the students sometimes hesitate or stop in the middle of sentence for a moment to think the appropriate word be said next. And most of them do not prepare full planning before having speaks, especially in spontaneous speech. Actually, speaking is not easy. Speaking ability is one of important skills. In fact, speaking ability is the first step for transfer of knowledge from the teacher and the students. Error occurs because of many reasons. The first reason is when learners are studying English, their skill and knowledge is still limited. From this reason, error is seen as a process of learning. The other possible reason, the learners are nervous when they practice speaking. Actually in speech production, speakers often need thoughtful planning before executing the speech they want to produce.

In this research, the writer uses the theory from Clark and Clark, 1977: 263 (in Fauziati 2009), there are many kinds of errors. Those are: 1) Silent pause, is a period of no speech between words, such as turn on the // heater switch. 2) Filled pause, is a gap filled by oh, er, uh, em, such as in Turn on, mm, the heater switch. 3) Repeats, is repetition of one or more words in a row such as Turn on the heater/the heater switch. 4) Unretraced, is correction of words such as turn on the stove/heater switch. 5) Retraced, is repetitions of one or more words before the corrected words such as turn on the stove/the heater switch, 6) corrections, are like false starts, but they contain an explicit correction such as I mean, rather, or that is such as turn on the
stove switch – I mean the heater switch. 7) Interjection, like hesitation pause, indicate that speakers have had to stop to think about what to say next. The interjection in English often emerges with the sounds on, ah, well, and I, such as John would like, well, carrots (word approximation). 8) Stutters, Speakers who stutter speak rapidly the same sound or syllable as in turn on the h-h-h heater switch. 9) Slip of tongue, Speakers may make errors in sounds, words, parts, and even sentence structures. They may include substitution, metathesis, omission or addition of segments. Such common speech errors – pauses, false starts, corrections, and stutters – provide evidence that speaker do make plan before executing it.

As a result, there are many examples of errors, taken from microteaching videos when the students practice teaching learning in microteaching class, such as:

(1) Oke, ah before we study, let’s pray together

The underlined part is the data of this research. The type of error is injection. The student hesitates about what he says next. For that, he says "ah" to think about what he says next.

There are many other researchers that related to this study. There are Su-Hie Ting and friends (2010). The reseach finding from Su-Hie Ting and friends’ work shows that In all grammatical categories examined, the students made fewer errors in the third role play compared to the first role play, with the exception of the plural from which was used more in the third role play involving transactions. Based on the surface structure description of Dulay et al., (1982), misformation and omission account for 72% of the total grammatical errors identified, with addition and misordering of elements being less frequent. Based in the linguistic description of the errors, preposition and question are the most difficult for the less proficient students constituting about 35% of total error, following word by word form and article (about 11% each). The other types of errors are relatively less frequent: subject-verb agreement, plural form, tense, pronoun, misordering if question and negative statements.

Hien (VNU: 2014). The reseach finding from her research is pronunciation errors are the top list of oral error, especially error in mispronouncing /s/ and /h/ (10%), using ending and linking sound (10%), little use of stress (9%), wrong
intonation (55%) etc. Grammatical and vocabulary error still appear in speaking participant but with less frequency. Error in grammar is inaccurate use of prepositions (17%). Also, language transference of some elements from mother tongue has great influence of students' foreign language learning.

Based on the previous studies above, there are differences between the previous study and the current study. It can be seen on the result of each research, and the object. The writer is interested in carrying out research dealing with Error Analysis in Oral Production Made by English Department Students at Muhammadiyah University of Surakarta. However, the theories and types of research are similar, but the subject and the object in this research are different from the others research.

In this research, the writer uses some theoris related to the topic. The theories are speaking, speech production, speech error, source of error, and error analysis. Then, the writer analyzes the data especially speech error by using Clark and Clark to analyze. Clark and Clark (1977) divided the speech error in to nine types. They are filled pause, silent pause, correction, repeats, stutters, interjection, retraced false start, unretraced false start, and slip of tongue.

According to Clark and Clark (1977), there are three sources of speech error, namely: a) cognitive reason, people usually take longer time to produce sentences which deal with abstract things than concrete ones, b) psychological reason, when people are anxious they become tense, and their planning and execution of speech becomes less efficient, and c) social reason, Speech plan seems difficult when conversation takes places under pressure.

2. RESEARCH METHOD
In this research, the writer uses descriptive qualitative research. The writer uses descriptive qualitative is to describe the type of error, the frequency of error, the dominant error, and explain the sources of error in oral production made by English Department Students in Microteaching Class at Muhammadiyah University of Surakarta, aslo to make conclusion about this study.

The objects of this study are the utterances containing errors by the students of English Department of UMS in Microteaching class K in 2014/2015 academic years. The data of this study are the form of utterances containing errors taken from
transcription of Microteaching videos. The writer takes the data from the video of Microteaching class especially in K class. The number of data are 18 videos of Microteaching.

The writer uses documentary study in collecting the data. The writer collects the data through following techniques: (1) The writer collects the videos from the lecturer in microteaching class, (2) The writer watches, observes and makes the script from the videos, (3) The writer listens, reads the script and identifies the data that includes to utterance containing errors, (4) The writer selects the data based on the types of errors, (5) The writer classifies the type of error in speaking English.

In analyzing the data, the writer uses descriptive qualitative method as follows: (1) data reduction, (2) data display, (3) Conclusion Drawing and Verification.

3. RESEARCH FINDING AND DISCUSSION
In this part, the writer discusses the research finding and presents the answer of the problem statement.

3.1 Research Finding
In research finding, the writer presents classification of the types of error, the frequency of error, the dominant error, and the last is the sources of error.

3.1.1 Types of error
The writer divides into three classifications. There are: speech error, morphological error, and syntactical error.

3.1.1.1 Speech Error
In this research, the writer found eight types from nine types of speech error. The first is filled pause. The writer found 215 utterances containing error. The example of filled pause found in data is “And then ee second question, any one can answer it?”. The second is silent pause. The writer found 97 utterances containing error. The example of silent pause is “We would we...start our lesson today”. The third is repeats. The writer found 109 utterances containing repeats. In the data the writer found repetition for example “Who/who//who want to read it?”. The fourth is stutters. The writer found 109 utterances containing stutter. The example from the data “Ee lets say bas//basmallah together”. The fifth is interjection. The writer found 10 utterances
containing interjection. The example from the data “If I say “I read a book” it could be ah it is present tense”. The sixth is correction. The writer only found 2 utterances containing correction. The example from the data “Ok that’s good, it is irregular verb// em I am sorry I mean this is a regular verb”. The seventh is unretraced false start. The writer found 6 utterances containing unretraced false starts. The example from the data “And generic stucture of descriptive text the first identification, this part identifies a particulating to be descrip// describe”. And the last is retraced false starts. The writer found 37 utterances containing retraced false starts. The example from the data “The question is // the question number one is correct”.

3.1.1.2 Morphological Error
In morphological errors the writer classified into two types of morphological error. The first is vocabulary error. The writer found 5 utterances containing vocabulary error. The example from the data “And now, I want to you make a dialogue about introducing your// aa acquainted with other perkenalan”. The speaker used Indonesian language “perkenalan” to continue speaking.

The second is error in the selection word. The writer found 27 utterances containing error in the selection word. The example from the data “And then announcement have ee generic structure//generic structure”.

3.1.1.3 Syntactical Error
In syntactical error, the writer classified into four types of syntactical error. The first is omission of bound morpheme. The writer found 13 utterances containing omission of bound morpheme. The example from the data “This is some practice who you introducing your friends to other”.

The second is addition of bound morpheme. The writer found 4 utterances containing addition of bound morpheme. The example from the data “This the example for if you want to introducing other to your friend”.

The third is omission of to be. The writer found 34 utterances containing omission of to be. The example from the data “This the example for if you want to introducing other to your friend”.
And the last is addition of to be. The writer found 11 utterances containing addition of to be. The example from the data “As you are learn, that this paragraph have main idea and...supporting details”.

3.1.2 The Frequency of Each Type of Error that Showed by English Department Students in Microteaching Class at UMS

After analyze the data, the writer found the percentage of the frequency of each types of error. The total of the data are 595 utterances. From the data, the writer did not find all types of speech error. The percentage of the frequency of each types of error are as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Type of error</th>
<th>Example</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Speech Error</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Filled Pause</td>
<td>Ee I think ee that’s/I think enough ee study about narrative text</td>
<td>215</td>
<td>36,13%</td>
</tr>
<tr>
<td>2.</td>
<td>Silent Pause</td>
<td>Write the…example if you find in…the park/in the park/in the park</td>
<td>97</td>
<td>16,30%</td>
</tr>
<tr>
<td>3.</td>
<td>Repeats</td>
<td>Imperative sentence/imperative sentence is without subject</td>
<td>109</td>
<td>18,32%</td>
</tr>
<tr>
<td>4.</td>
<td>Stutter</td>
<td>Ai ai I want to checklist you attention?</td>
<td>25</td>
<td>4,20%</td>
</tr>
<tr>
<td>5.</td>
<td>Corrections</td>
<td>And what example for expressing gratitude? Aa sorry, greeting someone attention</td>
<td>2</td>
<td>0,34%</td>
</tr>
<tr>
<td>6.</td>
<td>Interjections</td>
<td>Do you still remember what we are learn yesterday ah the last meeting?</td>
<td>10</td>
<td>1,68%</td>
</tr>
<tr>
<td>7.</td>
<td>Unretraced</td>
<td>Okaa I have exercise// some exercises</td>
<td>6</td>
<td>1,01%</td>
</tr>
<tr>
<td>8.</td>
<td>Retraced</td>
<td>What is the purpose of…short notice and notice//short message and notice?</td>
<td>37</td>
<td>6,22%</td>
</tr>
<tr>
<td></td>
<td>Morphological Error</td>
<td></td>
<td>32</td>
<td>5,38%</td>
</tr>
<tr>
<td>9.</td>
<td>Vocabulary Error</td>
<td>The Types of Morphological Error</td>
<td>5</td>
<td>0,84%</td>
</tr>
<tr>
<td>10.</td>
<td>Error in The Selecting Word</td>
<td>We will met again</td>
<td>27</td>
<td>4,54%</td>
</tr>
<tr>
<td></td>
<td>Syntactical Error</td>
<td></td>
<td>62</td>
<td>10,42%</td>
</tr>
</tbody>
</table>
3.1.3 The Dominant Error

The dominant type of error that is found in Microteaching class can be seen from the result of the type that appears dominantly is speech error since the writer found 501 utterances from 595 utterances or about 84.20% of speech error. In specific, the dominant error is silent pause with the total numbers of speech error are 215 utterances or about 36.13% of silent pause. The second dominant error is repeats with the total numbers of speech error 109 utterances or about 18.32% of repeats. The third dominant error is filled pause with the total numbers of error are 97 utterances or about 16.30% of filled pause.

3.1.4 The Sources of Error

There are three possible sources in the process delivering speech that make an error. The first is cognitive error. Cognitive reason is the study of mental process, such how the people think, perceive, remember, and learn. In cognitive reason, the student needs brain processing to process information and the information uttered by speech.

The second is psychological reason. In certain condition, the students may produce an error when they speak, such as anxious, nervous, in hurry and other. The students may fell difficult to produce speech. In Microteaching class, when the students delivered their materials, they might fell nervous. It is because they must stand up in front of the other the students as a teacher to speech and explain the topic that they got before and they might not master their materials yet.
And the last is social reason. The relation between the speaker and the listener is the influenced to the speaker when the speaker is delivering their speech or their materials. In Microteaching class, the students not only got attention from their friend but also they got attention from the lecturer, although the lecturer say their performance by camera recorded. In this situation, the students might produce a lot of errors when they were speaking.

3.2 Discussion

In this part the writer discusses the research finding. The writer explains the findings related to the types of error, the frequency, the dominant and the source of error. The findings of the research will be compared with previous study.

The writer finds errors in oral production made by English department students in Microteaching class. The findings of this research will compare with the related study. There are two classifications from 595 data. They are speech error, and grammatical error. In grammatical error, the writer divided into two types, namely: morphological error, and syntactical error. The first is speech error. Based on the theory of speech error by clark and Clark, speech error has nine types, the were: filled pause, silent pause, repeats, correction, stutters, retraced false, unretraced false, interjection and slip of tongue. But the writer did not find all types of speech error, the writer found eight types of speech error, they were: filled pause, silent pause, repeats, correction, stutters, retraced false, unretraced false, and interjection. The writer did not find slip of tongue from the data. Because, the students did not appear the error in slip of tongue when they made speech. In grammatical error, the writer used surface category to describe grammatical errors by Richard, Dulay, Burt and Krashen. In morphological error, there are vocabulary errors and errors in the selecting word. And in syntactical error, there are: omission of bound morpheme, addition of bound morpheme, omission of to be, and addition of to be. Based on the frequency, the type of error that on the top rank automatically become the dominant of these error, there are filled pause (36,13% or 215 utterances) for speech error, error in the selecting word (25 utterancer or 4,54%) for morphological error, and omission of to be (34 utterances or 5,72%) for syntactical error. The writer did not find all types of error based on surface category to describe grammatical errors by
Richard, Dulay, Burt and Krashen. The writer did not find misordering, and misformation in the data, because the students did not make utterances containing error in misordering and misformation when they uttered speech.

The researcher tries to compare this study with the previous study. There are similarities between this current study and all of previous studies. The similarity is the theory that used to classify the errors, but the result percentage is different with the others.

4. CLOSING

4.1 Based on the type of error, the writer found three types of error, there are: speech error, morphological error, and syntactical error. Based on those types of error, the writer found speech error classifies into eight types: (1) silent pause, (2) filled pause, (3) repeats, (4) stutters, (5) corrections, (6) interjection, (7) unretraced false starts, (8) retraced false starts. In morphological error the writer classifies into two types, there are: (1) vocabulary errors and (2) error in the selection word. Then, in the syntactical error the writer classifies into four types, there are: (1) omission of bound morpheme, (2) addition of bound morpheme, (3) omission of bound morpheme, and (4) addition of bound morpheme.

4.2 Based on the frequency, the writer found 501 utterances or 84,63% of speech error, 29 utterances or 4,90% of morphological error, and 62 utterances or 10,47% of syntactical error. In speech error, the writer found 215 utterances containing silent pause or 36,31% of silent pause, 97 utterances containing filled pause or 16,40% of filled pause, 109 utterances containing repeats or 18,41% of repeats, 25 utterances containing stutters or 4,22% of stutters, 2 utterances containing correction or 0,33% of correction, 10 utterances containing interjection or 1,69 of interjection, 6 utterances containing unretraced false starts or 1,01% of unretraced false starts, and 37 utterances containing retraced false starts or 6,25% of unretraced false starts. In morphological error, the writer found 4 utterances containing vocabulary errors or 0,68% of vocabulary errors, and then 25 utterances containing error in the selection words or 4,22% of error in selection words. And in syntactical error, the writer finds 13 utterances containing omission of bound morpheme or 13% of bound morpheme, 4 utterances containing addition of bound morpheme or 0,67% of addition of bound
morpheme, 34 utterances containing omission of to be or 5.74% of omission of to be, and 11 utterances containing addition of to be or 1.85% of addition of to be.

4.3 Based on the dominant of error, the writer assumed from the frequency above that the dominant of speech error is filled pause with 36.12%. The dominant of morphological error is error in the selection word with 4.54%. And the dominant of syntactical error is omission of to be with 5.72%.

4.4 Based on the sources of error, the writer found three sources that make the utterances become error. There are: (1) cognitive reason, reason where the speakers need brain processing where information is processed to utter by speech (2) psychological reason, that happens when the speakers feel anxious, nervous in hurry or other that can affect the speakers to be confident or un-confident that makes them difficult to produce speech, (3) social reason, usually, the speakers fell as unluckily person who should teach the audience that have easier position than the speaker.

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