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**AN ERROR ANALYSIS OF THE PRESENTERS' UTTERANCES
IN SEMINAR CLASS AT THE ENGLISH DEPARTMENT
FACULTY OF LETTERS ANDALAS UNIVERSITY**

A THESIS



**CICILIA ELVIANI
06 185 094**

**ENGLISH DEPARTMENT
FACULTY OF LETTERS
ANDALAS UNIVERSITY
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UNIVERSITAS ANDALAS

This thesis is dedicated to my mother, my mother, and my mother, Dra. Nurlis Rajab, the Queen of my Heart and the greatest mom who always support me in every condition, with her strength and praying, I can figure out and face this life with smile. Thank you to father (Sukarman). Yesyhi Shophia, Amd. Keb. my sister who tries to understand me during the thesis writing and gives her valuable time to let me concentrating in it, and Shafeeq Ashlam.N.B. Pharm, MBA(HR)., as the light of my heart, for his care, support and trust. Thankyou for the power of our communication.

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The battle did not finish yet; the battle is just to start....

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ABSTRAK

Error analysis merupakan salah satu cara untuk mengetahui kesiapan yang terjadi dalam proses pemerolehan bahasa asing atau kedua. Hal ini dilihat sebagai proses pemerolehan bahasa. Tujuan dari penelitian yang dilakukan penulis untuk mengetahui pola kesiapan yang terjadi diantara pembelajar bahasa dan penyebab terjadinya kesiapan. Penulis menitikberatkan *error analysis* pada mahasiswa tahun akhir/empat Sastra Inggris Universitas Andalas. Penulis menggunakan metode *referential*. Data di peroleh melalui *purposeful sampling*, dengan menyebarkan FLCAS kepada 24 mahasiswa kelas B linguistik .Berdasarkan hasil tes dibagi menjadi tiga pembelajar dengan tingkat kecemasan tinggi dan tiga pembelajar dengan tingkat kecemasan rendah.

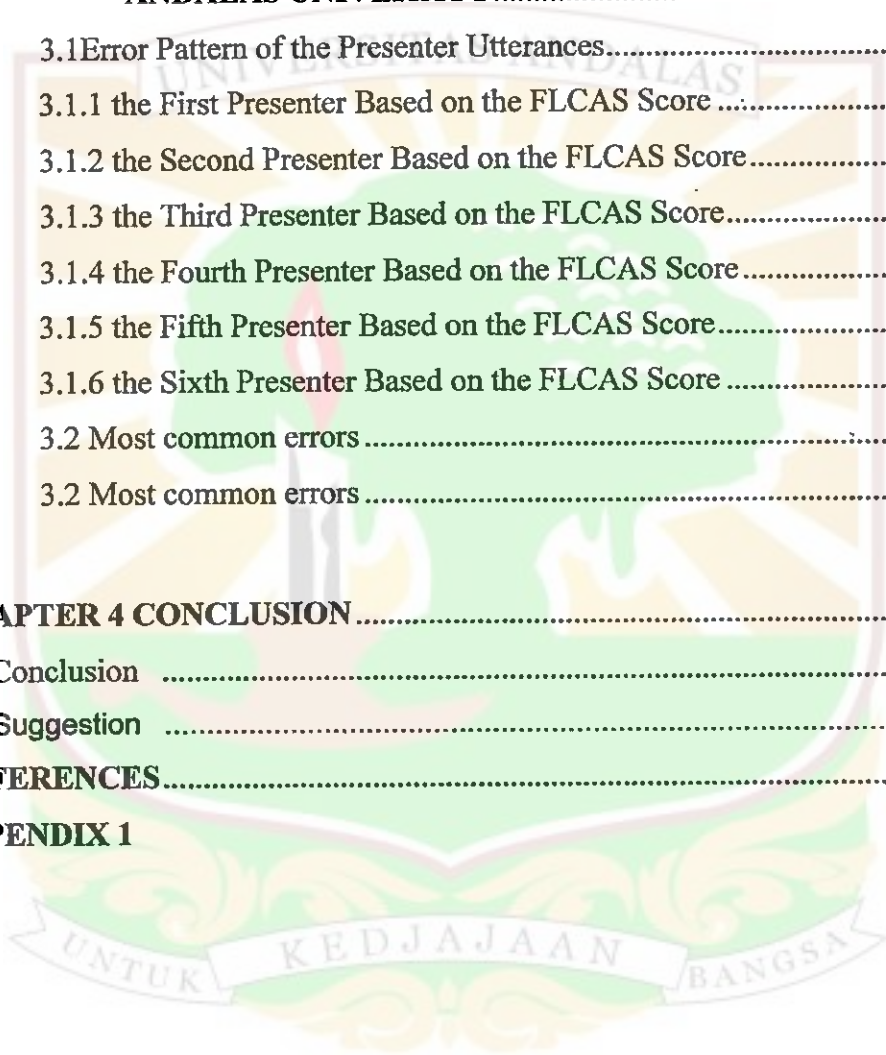
Dengan menggunakan teori *error analysis* dapat dilihat pola kesiapan yang dilakukan oleh pembelajar . Enam orang pembelajar yang sedang melakukan presentasi direkam menggunakan *video recorder*, datanya kemudian ditranskrip untuk melakukan analisa selanjutnya dengan metode kualitatif. Selanjutnya data diolah menggunakan menggunakan teori *S.P Corder(1967, 1974&1981), Selinker(1972) , Jack Richards(1974) dan Rod Ellis(1995)*. Proses *error analysis* sebagai berikut; *collecting the data, identifying errors, classifying errors, quantifying of errors, analyzing source of error, and remediating of errors*. Mengklasifikasi dan mengidentifikasi *error* dibatasi pada kategori; *prepositions, articles, singular and plural, subject verb-agreement, verb, tense, lexical words, idiomatic expressions, lexical, redundancy, dan pronunciation*.

Dari penelitian ini penulis menyimpulkan bahwa baik pembelajar dengan tingkat kecemasan tinggi dan tingkat kecemasan rendah memiliki pola-pola kesalahan tersendiri dan unik. Kecemasan merupakan variable afektif atau indikasi untuk meningkatkan *performance* dari pembelajar ataupun sebaliknya. Dengan mengetahui pola kesalahan dapat diketahui pula penyebab-penyebab kesalahan. Dengan mengetahui penyebab tersebut dapat pula diketahui cara dan upaya untuk mengatasi dan meminimalisasi kesalahan pada mahasiswa Sastra Inggris.

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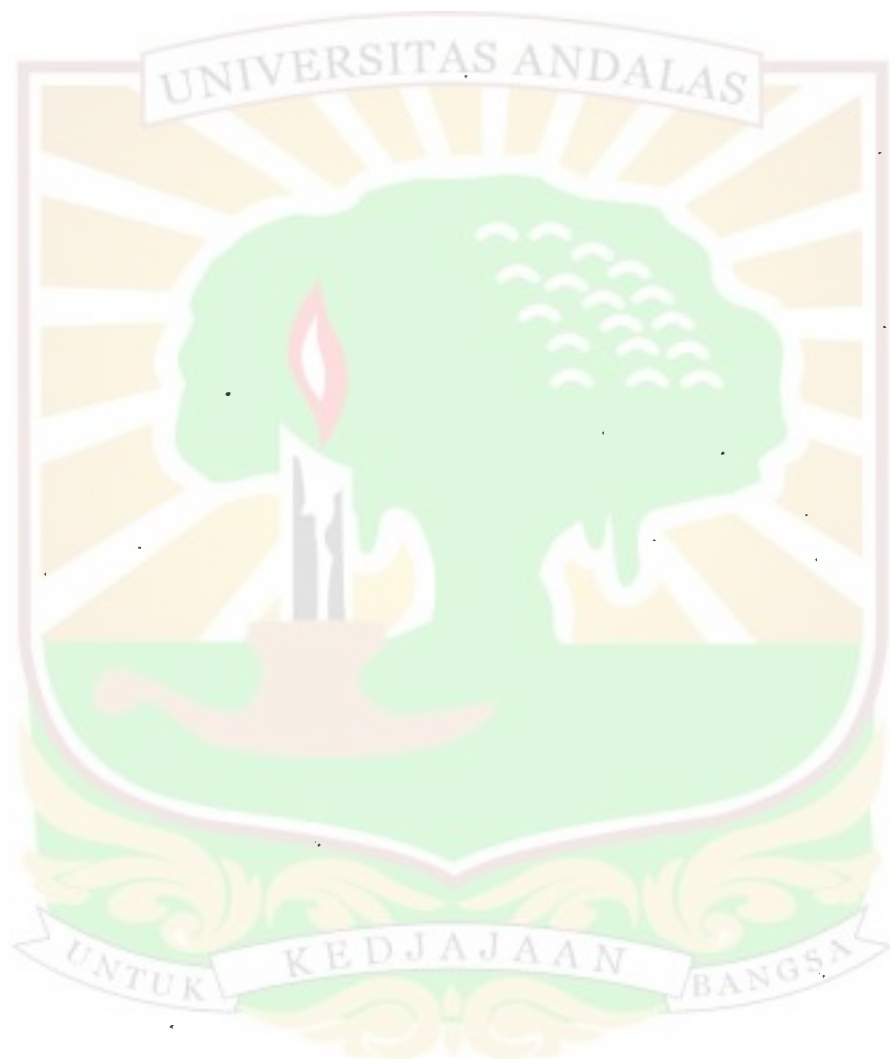


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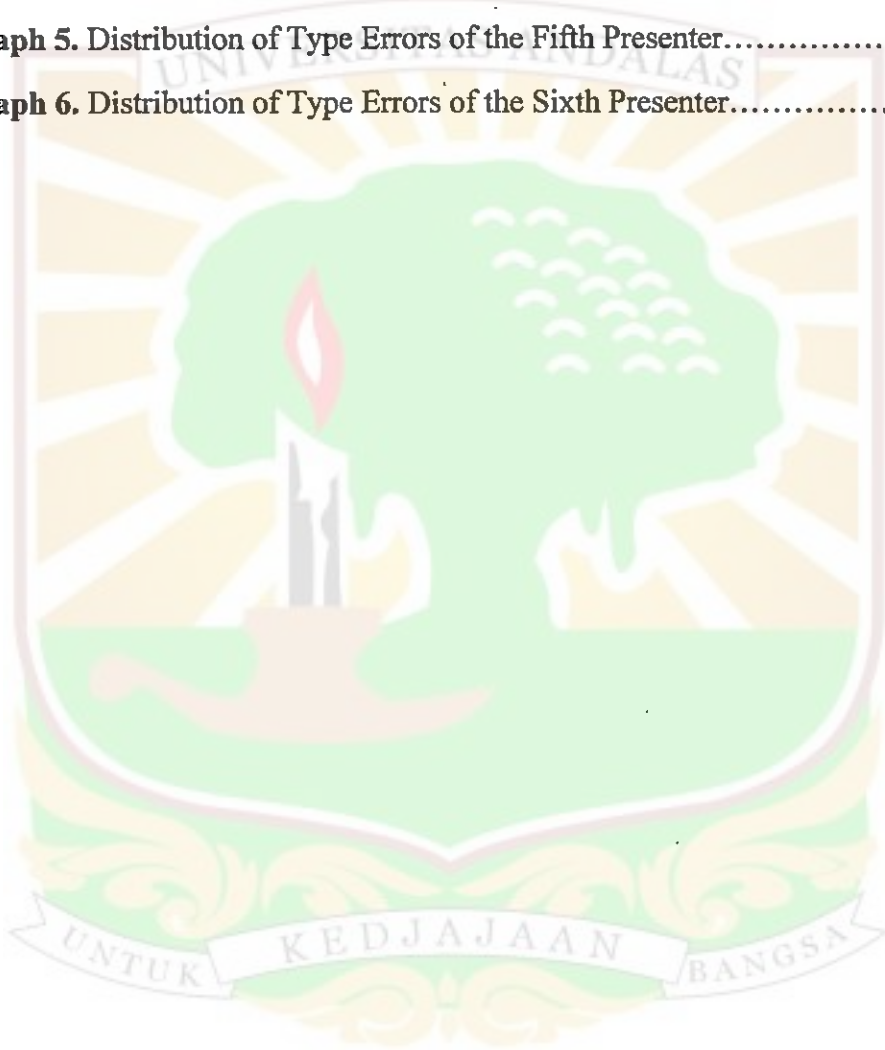
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

People sometimes feel nervous or apprehensive in their English class. People often freeze when the teacher or lecture calls on them. People sometimes inexplicably go blank when they are speaking in their English class. Such sentences above commonly exist in the learners of English language. Many learners express their inability and sometimes acknowledge their failure in learning to speak English. Many people claim to have mental block against learning a foreign language (Horwitz et al. 1986). There are something hinders or stop them in leaning foreign language especially in English. In many cases, learners feel stress, anxiety or nervousness and will effect to their language learning and performance abilities.

Theorist and second language acquisition (SLA) researchers have frequently demonstrated that this feeling of anxiety is especially associated with learning and speaking a second or foreign language, which distinguishes second language or foreign language learning from learning other skills. Both teachers and students are aware and generally feel strongly anxiety become their challenges. Anyway, anxiety has reduced when learning to speak another language.

We live in an educational world where orality is seen as a necessary, positive personal characteristic (Daly, 1991, p. 7). Nowadays, the demand of a good

communication in English becomes worldwide. However, learners of English language often express a feeling of stress, nervousness or anxiety while learning to speak English language. They sometimes must take several deep breaths to muster the courage to walk to the class. They thought that faced with English language, they may have extreme difficulty concentrating, become forgetful, sweat, tremble, have palpitations, experience sleep disturbance etc. Foreign language anxiety is defined as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning arising from the uniqueness of the language-learning process (Horwitz et al, 1986, p. 128).

Language anxiety is experienced by learners of both foreign and second language and poses potential problems because it can interfere with language acquisition, retention and production of the new language cited in the (MacIntyre et al. 1991, p. 86). Krashen (1985) maintained that language anxiety inhibits the learner's ability to process incoming language and short-circuits the process of acquisition.

Foreign language learners commonly experience language anxiety. The writer observed this language phenomenon among the fourth year English learners in English department at the University of Andalas. Because of the anxiety, learners of English try to think all those rules that they need to apply, whether the native speaker

are supposed to have automated competence. Therefore, non-native speakers are more likely to make mistake and commit errors.

Because of those, it is essential here to make a distinction between mistake and error; both Corder (1974) and James (1998) reveal a criterion that helps us to do so, it is the self-correctability criterion. A mistake can be self-corrected, but an error cannot. Errors are systematic, i.e. likely to occur repeatedly and not recognized by the learner. Hence, only the teacher or researcher would locate them, the learner would not (Gass et al, 1994). In addition, it is in this light that the writer chooses to focus on students' errors not mistakes that is influenced by the affective variable that is anxiety.

These students have been studying English for about 13-16 years and still their errors are numerous. Hence, the writer has decided to conduct an error analysis-- the best tool for describing and explaining errors made by speakers of other languages -- in order to know the patterns, the sources, and the causes behind their errors. This research is important to be conducted and the writer needs to familiarize with the types of errors that the presenters made in order to determine the sequence and emphasis of instruction.

In sight, it seems rather odd to focus on what learners get wrong. By focusing of the errors, it would give best understanding for the writers, learners and lectures to know what errors made by learners. Then from error, we will know what are the

reasons of why the learners to make errors. Finally, it is possible that errors will actually help learners to learn when they self correct the error that they made.

1.2 Identification of the Problems

It will be further insight by doing error analysis to the presenter's utterances from the seminar class. So that, the writer is able to better understand about how language is learned. This research is concerned on,

1. What are the error patterns of the presenter's utterances in the seminar class at the English Department University of Andalas?
2. What are the causes of the errors?

1.3 Objectives of the Study

The main purpose of this research finds out the pattern of error analysis that occurs among low anxiety students and high anxiety student based on the FLCAS test for fourth year students in English Department. From the research, the writer tries to find some errors pattern that made by presenters and differentiate the patterns that made by the high anxious students and the low anxious students. Knowing the pattern of error both in the high anxious student and in the low anxious students, will give better understanding why these errors occurred, and give the writer the understanding how the second language is learned. Furthermore, the writer finds the causes of the errors. The writer then can formulate the way to cope with it as well as error

correction helps learning. When we make a mistake and someone corrects us, we are supposed to change our conscious version of the rule. (D.Krashen, 2003).

1.4 Scope of the Study

This research was focused in finding error analysis pattern in term of high anxious students and low anxious students in English Department based on the FLCAS test. Not the entire student were participated in the research, but the students were determined by the specific requirement, (ex, passed the specific subjects) and followed the questionnaire test. In order to conduct this research effectively, this research was conducted in English Department.

1.5 Methods of the Research

1.5.1 Collecting Data

1.5.1.1 Informant/Source of the data

Subjects were 24 students from class B English Department Andalas University who took the seminar class in the final year and they were asked to participate in this study. There were six males and eighteen females. The range ages of the students are 21-24 years old. The length of their study English are between 13-16 years. Since, they were in elementary school until the fourth year in the English department. The participants of this research were selected based on the quota sampling. The quota sampling is a non-probability sampling technique wherein the

assembled sample has the same proportions of individuals as the entire population with respect to known characteristics, traits or focused phenomenon. Therefore the three students with the highest score in the FLCAS (the high anxious students) and three students with the lowest score of the FLCAS (the low anxious students) recorded by video when they were speaking in the seminar class. Then the video were transcribed for further research and investigation.

1.5.1.2 Instrument

The first stage of this research, the students had done FLCAS as the first an instrument test that consisted of 33 statements of questionnaire term (more information about FLCAS see appendix). Then, the second instrument that had used was video recorder. Video recorded was used to record the participant's performance the seminar presentation.

1.5.1.2 Procedure

Because of this study focused in findings the error analysis in term of knowing the pattern of the error that made by the high anxious students and the low anxious students in the English Department. Not the entire student participated, but the students were determined by the specific requirement, first stages of the study participated in the Foreign Language Class Anxiety Scale or FLCAS. The FLCAS is the independent measure to classify the 24 student into one of three groups; HI-ANX, AVE-ANX, and LO-ANX. Students were grouped in order to get the next sample to

continue the research. The writer only took data from the high anxious and the low anxious. The 33-items instruments were designed to measure foreign language anxiety such statement as:” I always feel that the other students speak the foreign language better than I do”.

The answer of the statement is based on five-point Likert scale, ranging from (*SA) Strongly Agree, (A) Agree, (N) Neither Agree nor Disagree, (D) Disagree, or (S) Strongly Disagree with each statement.

The background of the questionnaire included the student’s age, sex, how long they studied English, and how many hours in a week that they use English outside the class, whether or not she or he has been to English speaking country. After that, the video were recorded of the selected students based on the FLCAS were transcribed. The writer did further steps; such as the following below:

1. Error/Data Collection: The data were taken based on the FLCAS; they were three high anxious students and three low anxious students. The data were taken from utterances in seminar the class after was transcribed.
2. Error Identification & Categorization: The first step, the writer’s researched based on the literature (Corder, 1974; Richards, 1974; James, 1998; Selinker, 1972 in Richards, 1974). From the transcribed data, the writer identified and categorized the error based on the taxonomy. Taxonomy for Error Analysis includes the following categories and sub-categories: grammatical (prepositions, articles, singular/plural, verbs, and

tenses), lexical (word choice), and pronunciations. To identify errors the writer has to compare the utterance learners produce with what seem to be the standard or the correct sentences that was already had checked by the native speaker who also teaches in the English Department.

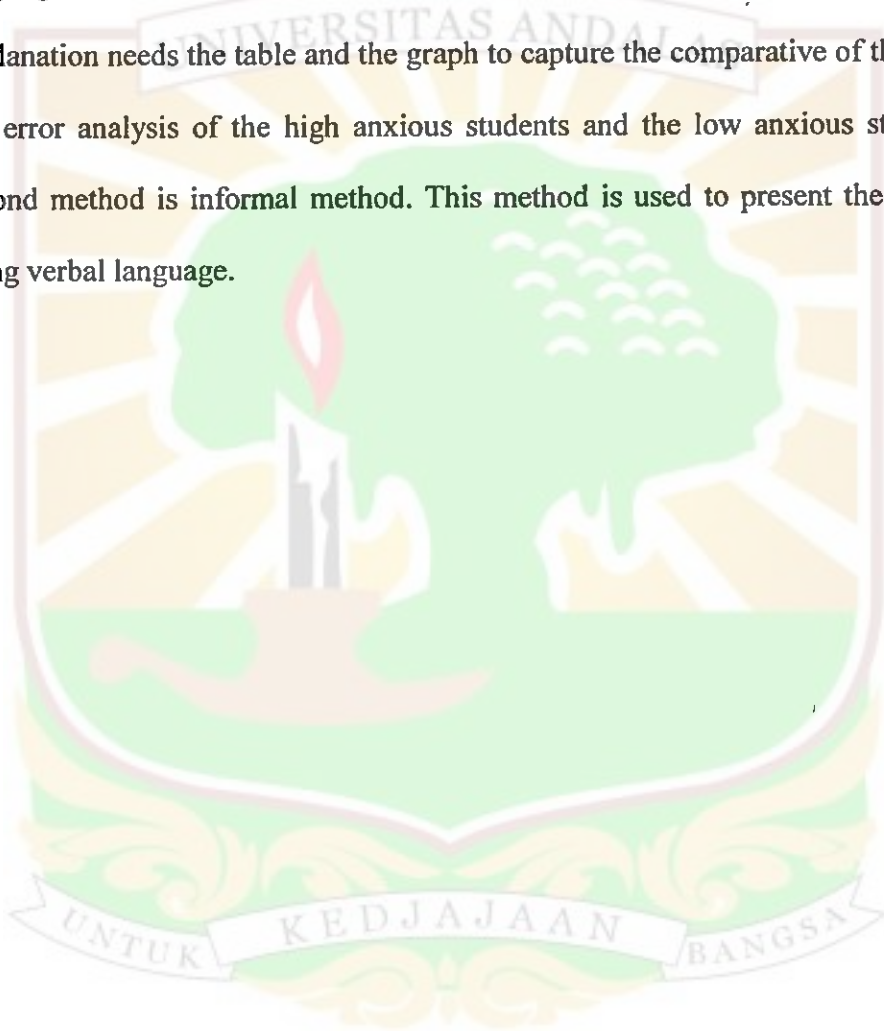
3. Explaining, the identification and description of errors are preliminaries to the much more interesting task of trying to explain why they occur. Errors are to large extent, systematic and, to a certain extent, predictable (Ellis, 1997; 18).

1.5.2 Analyzing data

The data are analyzed and interpreted by following the grounded theory. The grounded theory approach is qualitative research method that uses a systematic set of procedure to develop an inductively derived grounded theory about phenomena. (Davidson, 2002:1). The primary objective is expanded upon an explanation of a phenomenon (language anxiety) by identifying the key elements of the phenomenon, and then categorizing the relationship of those elements to the context and process of the experiment (2002:1). The recorded videos were listened and transcribed. The processing of data analysis and interpretation contributed further insight about the error analysis of the presenter's utterances.

1.5.3 Presenting the Result of the Analysis

In presenting the result of the analysis, the writer uses formal and informal method. The formal method is used to present the result of the analysis in written language. The analysis is described by using descriptive way. Moreover, the explanation needs the table and the graph to capture the comparative of the pattern of the error analysis of the high anxious students and the low anxious students. The second method is informal method. This method is used to present the analysis by using verbal language.



CHAPTER 2

REVIEW ON RELATED LITERATURE

2.1 Reviews on Previous Studies

This section deals with some previous studies that are related to the topic is being discussed. These previous studies are intended to show a straight distinction toward the topic. These studies are taken from the journal articles that deal with language error analysis and language anxiety.

The academic literature has offered somewhat confusing account of language anxiety: Researcher still has been unable to draw a clear picture of how anxiety affects language learning and performance. Some researcher reported negative relationship between language anxiety and achievement, e.g. the higher the anxiety, the lower the performance (Clement et al, 1997).

Most early studies for example examined the relationship between performance in second language learning and trait anxiety, a relatively stable tendency to exhibit anxiety in a large variety of circumstances (Cited in Philips, 1992, p. 14). The negatives effects of anxiety on language learning and performance, however, anxiety had occasionally been found to facilitate language learning. Anxiety, in its debilitating and facilitating forms, serves simultaneously to motivate and warn the learner. Facilitating anxiety” motivates the learner to fight the new learning task; it gears the learners emotionally for approach behavior” (Scovel, 1991,

p. 22). Debilitating anxiety in contrast” motivates the learner to flee the new learning task: it’s stimulates the individual emotionally to adopt avoidance behavior” (1991, p. 22).

Researcher such as Horwitz (1986), Prince (1991), and Young (1990) have interviewed anxious students in order to have better understanding of their experiences. Young (1992) conducted interviews with well-known language specialist such as Krashen, Omaggio Hadley, Terrell, and Rardin. Sparks and Ganschow (1991) in the review summary research on affective variable in second language acquisition and conclude that second learners’ difficulties are really based on the first learner learning disabilities, particularly in phonetic encoding. The authors argue that the Linguistic Coding Deficit Hypothesis is a more valid observed difference in second learner achievement. In addition, they suggest that the language teaching profession undervalues language-based explanations for low achievement and recommend a return to the use of language aptitude tests to help understand, diagnose, and ameliorate language-learning difficulties.

Sparks and Ganschow (1996) in journal “Anxiety about Foreign Language Learning among High School Women”, This study examined about the relationship between anxiety and native language skill and foreign language aptitude measure among 154 high school foreign language learners. In their research they were identified their subject based on Foreign Language Classroom Anxiety Scale into low anxiety, average anxiety and high anxiety students. In their findings showed overall

significant differences among group based on nine variables such as; measure of native language phonology/orthography, semantics, verbal memory, foreign language aptitude, eight-grade English grade and end-of-year foreign language grade. On measures of phonology/orthography, eight-grade English, and foreign language grade showed that low anxiety and average anxiety students outperformed high anxiety students. On foreign language aptitude measure and foreign language grade, low anxiety student outperformed both average and high anxiety students. It also happens on measures of verbal memory and reading comprehension, low anxiety students outperformed high anxiety student. They stated that the FLCAS provide an early indicator of basic language problems.

Gregersen and Horwitz (2002) in their study entitled "Language Learning and Perfectionism: Anxious and Non-Anxious Language Learner's Reaction to Their Own Oral Performance", they do an interview to clarify the relationship between foreign language anxiety and perfectionism. They did the research by examining the reactions of the language learners to their actual performance and analyzing the audio tapes for instances of perfectionism. It shows there are differences between anxious and non-anxious learners in their personal performance standard, procrastination, fear of evaluation and their concern about errors.

Meanwhile, the study about error analysis was taken from Izumi, et al (2004) in ICAME Journal no. 28 entitled SST Speech Corpus of Japanese's learner's English and automatic detection of learner's errors. In his research focuses on the speaking

skill of Japanese learners by using SST (Standard Speaking Test) through the interview, test section about 15 minutes. The interview consists of interviewee's job, hobbies, family and the interviewees were asked to perform three task-based activities such as picture description, role-playing and storytelling. It will be recorded by DAT (digital-audio tape) and transcribed by using rules of transcribing the speech data then the result transcription was tagged based on discourse phenomena and tag for the analysis of learner's error, the research designed error tag for learner's grammatical and lexical errors.

The research above used the categorization method that depended on the types of errors, that were (1) omission type error that there was missing word the research used a sign for them. (2) The replacement-type and insertion type errors that the erroneous was enclosed and replaced with the correct word. The error categories occurred in omission type, replacement type, and insertion type; all types can be found in number error, lexical error in noun; erroneous subject-verb agreement, tense error, complement error, lexical error in verb; lexical error in adjective; adverb, preposition, article, pronoun, and collocation error in others type. For example in article there is omission type and replacement' insertion type of error *there are telephone and the book; I lived in Japan in my childhood.*

The research findings showed that the recall of article errors to be approximately 35% and the precision to be approximately 48%. By adding corrected sentences and artificially made error, recall and precision improved to 43% and 68%.

The conclusion is by extracting common errors, teachers can consider which grammatical rules are more difficult to acquire and it is possible to develop improved teaching materials or learner's dictionaries, by using information obtained from learner's developmental patterns.

It was taken from *Native Swedish Speaker Problems with Preposition*. The essay investigates native Swedish speakers' problems in the area of prepositions. 19 compositions, including 678 prepositions, written by native Swedish senior high school students were analyzed. All the prepositions in the material were judged as basic, systematic or idiomatic. Then all the errors of substitution, addition and omission were counted and corrected. As hypothesized, least errors were found in the category of basic prepositions and most errors were found in the category of idiomatic prepositions. However, the small difference between the two categories of systematic and idiomatic prepositions suggests that the learners have greater problems with systematic prepositions than what was first thought to be the case. Basic prepositions cause little or no problems. Systematic prepositions, i.e. those are rule governed or whose usage is somehow generalisable, seem to be quite problematic to native Swedish speakers. Idiomatic prepositions seem to be learnt as 'chunks', and the learners are either aware of the whole constructions or do not use them at all. They also cause some problems for Swedish speakers. Since prepositions are often perceived as rather arbitrary without rules to sufficiently describe them, these conclusions might not be surprising to teachers, students and language learners. The

greatest error cause was found to be interference from Swedish, and a few errors could be explained as intralingual errors. It seems as if the learners' knowledge of their mother tongue strongly influences the acquisition of English prepositions.

From those previous studies above, the writer analyses about the error analysis based on the high anxious students and the low anxious students. The writer tries to get the relationship between the affective variable and language learning. Besides that, knowing the pattern of the error analysis of the anxious students give better understanding how the English language are learned by the English learner.

The differences between the previous studies and the writer's research that the previous was quantitative analysis method, but the writer uses qualitative method. The writer intends to get more insight and furthermore comprehension about the error analysis of the high anxious and the low anxious patterns. From the patterns and causes, the writer tries to find out the way copes the anxiety and to make the students less provoking in speaking English.

2.2 Definitions of Key Terms

2.2.1 Error

Richards, et al (1985) states that error is the use of linguistic item example words, a grammatical item, speech act in a way which is a fluent or native speaker of the language regards as showing faulty or incomplete learning. An error takes place when the deviation arises because of lack of knowledge (Ellis, 1994).

2.2.2 Error Analysis

The fact that learners do make errors and these errors could be observed, analyzed and classified to reveal something of the system operating within learner, led to a surge of study of learner's errors. Brown (1980:160) said that error analysis is a procedure for analyzing second language data that begins with the errors that learners make and attempt to explain them. It uses the target language as the point of comparison.

2.2.3 Language

Communication of thoughts and feelings through a system of arbitrary signals, such as voice sounds, gestures, or written symbols. Language is verbal communication as a subject of study.

2.2.4 Anxiety

Anxiety is defined as a state of uneasiness and apprehension or fear caused by the anticipation of something threatening. Language anxiety has been said by many researchers influence language learning. Whereas facilitating anxiety produces positive effects on learners' performance, too much anxiety may cause a poor performance (Scovel, 1991). Anxiety is a psychological construct, commonly described by psycholinguist as a state of apprehension, a vague fear that is only

indirectly associated with an object (Hilgard, Atkinson, Atkinson, 1971 cited in Scovel, 1991:18).

2.2.5 Language anxiety

Language anxiety is anxiety that associated with learning a second or foreign language.

2.2.6 Interlingual/Transfer errors

An interlingual or transfer error is an error that results from transfer from the native tongue-L1 interference. The contrastive analysis hypothesis accounts for all errors this way. Those attributed to the native language (NL). There are interlingual errors when the learner's L1 habits (patterns, systems or rules) interfere or prevent him/her, to some extent, from acquiring the patterns and rules of the second language (Corder, 1971). Interference (negative transfer) is the negative influence of the mother language (L1) on the performance of the target language learner (L2) (Lado, 1964). Those instances of deviation from the norms of either language which occur in the speech of bilinguals because of their familiarity with more than one language' (Weinreich, 1953, p. 1)

This error is the result of transfer from the native language; many such errors are detachable in learner speech. Richards (1974:173) states that interlanguage errors are caused by the interference of the learner's mother tongue. This kind of error

derives from the learner's mother tongue that the learners still cannot separate the term of first language and second language. For example: the learner says *the book of Jack* instead of saying *Jack's book*.

Error analysis emphasizes "the significance of errors in learners' interlanguage system" (Brown, 1994, p. 204). The term *interlanguage* was introduced by Selinker (1972), refers to the systematic knowledge of the L2 that is independent of both the learner's L1 and the target language. Nemser (1974; 55) referred to it as the *Approximate System*, and Corder (1967) as the *Idiosyncratic Dialect or Transitional Competence*.

2.2.7 Intralingual/Developmental errors

An error is the result of the development of interlanguage notably is overgeneralization of rules. This is a cognitive view of the sources of error. Those due to the language being learned (TL), independent of the native language. According to Richards (1970), they are "items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language. The learner, in this case, tries to "derive the rules behind the data to which he/she has been exposed, and may develop hypotheses that correspond neither to the mother tongue nor to the target language" (Richards, 1970, p. 6).

Intralingual transfer also mentioned as intralingual interference that is the negative transfer of items within the target language or put another way, the incorrect

generalization of rules within the target language-is a major factor in the second language learning. For example, the learners say, **Does can John sing?* Instead of saying, *can John sing?* On the other hand, they say **he goed* instead of saying *he goes*.

Interferences from the student's own language are not only reason for committing errors. As Ellis (1997) states, some errors seem to be universal, reflecting learner's attempts to make the task of learning and using the target language simpler. The use of past tense suffix *-ed* for all verbs is an example of simplification and over generalization. These errors are common in the speech of language learners, irrespective of their mother tongue. Intralingual errors result from faulty or partial learning of the target language rather than language transfer. They may be caused by the influenced of one target language item upon another. Intralingual transfer errors occur because of learner's attempt to build up concepts and hypotheses about the target language from their limited experienced with it.

2.3 Theoretical Frameworks

2.3.1 Error and Mistake

These two terms have been used interchangeably before Corder (1974) pointed out that it was important to distinguish between 'errors' and 'mistakes'.

2.3.2 Error

Errors are systematic and may give valuable insight into language acquisition because they are goofs in the learner's underlying competence (Scovel, 2001). When the native speakers make mistakes, they can identify and correct them immediately because they have almost full knowledge of the linguistic structure of their mother tongue. Non-native speakers, L2 learners not only make mistakes, they also commit errors as they have only an incomplete knowledge of the target language, and they do not always able to correct the errors that they make. Thus, the learner's errors reflect a lack of underlying competence in the language that they are learning. While an error is a noticeable deviation from the adult grammar of native speaker, it is reflecting the interlanguage competence of the learner.

Error is systematic deviation by learners who have not yet mastered the rules. These are more difficult to correct and as an indication of learner's attempt to figure out the L2 system.

2.3.3 Mistakes

Mistakes is inaccuracies in linguistic production either in our native language (L1) or in the foreign language (L2) that are caused by memory lapses, physical states and conditions such as fatigue, inattention, or strong emotion. Mistakes are mainly slips of the tongue or lapses, even native people make mistakes in speech and writing. Mistakes are not systematic; they occur accidentally, the learner is immediately aware

of them and can correct them. According to Brown (2000), a mistake refers to a performance error that is either a random guess or a slip, in that it is failure to utilize a known system correctly. Mistake is random performance slip caused by fatigue, excitement, etc. these are readily self-corrected.

2.3.4 Error Analysis

Systematically analyzing errors made by language learners makes it possible to determine areas that need reinforcement in teaching (Corder, 1974). Error analysis is a type of linguistic analysis that focuses on the errors learners make. It consists of a comparison between the errors made in the Target Language (TL) and that TL itself. Pit Corder is the “Father” of Error Analysis. It was with his article entitled “The significance of Learner Errors” (1967) that EA took a new turn. Errors used to be “flaws” that needed to be eradicated. Corder presented a completely different point of view. He contended that those errors are “important in and of themselves.” For learners themselves, errors are 'indispensable,' since the making of errors can be regard as a device the learner uses in order to learn.

In 1994, Gass & Selinker defined errors as “red flags” that provide evidence of the learner’s knowledge of the second language. Researchers are interested in errors because they are believed to contain valuable information on the strategies that people use to acquire a language (Richards, 1974). Moreover, according to Richards and Sampson (1974, p. 15) “At the level of pragmatic classroom experience, error

analysis will continue to provide one means by which the teacher assesses learning and teaching and determines priorities for future effort.”

According to Corder (1974), error analysis has two objects: one theoretical and another applied. The theoretical object serves to “elucidate what and how a learner learns when he studies a second language.” Moreover, the applied object serves to enable the learner “to learn more efficiently by exploiting our knowledge of his dialect for pedagogical purposes.”

The investigation of errors can be at the same time diagnostic and prognostic. It is diagnostic because it can tell us the learner's state of the language (Corder, 1967) at a given point during the learning process and prognostic because it can tell course organizers to reorient language-learning materials based on the learners' current problems.

2.3.5 Models for Error Analysis

Corder (1967 & 1974) identified a model for error analysis that included three stages:

1. Data collection: Recognition of idiosyncrasy
2. Description: Accounting for idiosyncratic dialect
3. Explanation (the ultimate object of error analysis)

Brown (1994, 207-211) and Ellis (1995, 51-52) elaborated on this model. Ellis (1997, 15-20) gave practical advice and provided clear examples of how to identify

and analyze learners' errors. The initial step requires the selection of a corpus of language followed by the identification of errors. The errors are then classified. The next step, after giving a grammatical analysis of each error, demands an explanation of different types of errors.

Moreover, Gass et al. (1994, 67) identified six steps followed in conducting an error analysis: collecting data, identifying errors, classifying errors, quantifying errors, analyzing source of error, and remediating for errors.

2.3.6 Classification of Error

Corder (1984) classifies the error types into four types;

- 1.Errors of omission : Some elements are omitted which should be present
- 2.Errors of addition : Some elements are presented which should not be there
- 3.Errors of selection: The wrong item has been chosen in place of the right one
- 4.Errors of ordering: The elements presented are correct but wrongly sequence

Ellis (1997) maintained that classifying errors in these ways could help us diagnose learner's learning problem at any stage of their developmental and to plot how changes in error pattern occurred overtime. This categorization can be exemplified as follows:

1.Omission

Morphological omission: a strange thing happen to me yesterday

Syntactical omission: must say also the name

2. Addition

In morphology: the book is here

In syntax: the London

In lexicon: I stayed during five years ago

3. Selection

In morphology: my friend is oldest than me

In syntax: I want that he comes here

4. Ordering

In pronunciation: figniscant for 'significant', prulal for 'plural'

In morphology: get upping for 'getting up'

In syntax: he is dear to me friend

In lexicon: key car for 'car key'

2.3.7 Source of Error

2.3.7.1 Interference

Interference refers to the influence of mother tongue while learning foreign language. Where there are no major differences between L1 and L2, the transfer will be positive, which will make language learning easier. When there are differences, the learner's L1 knowledge may interfere with learning L2, and error will occur and it is called with (mother tongue) interference. Interference affects all level of language; grammar, pronunciation, syntax, etc (Vadnay, 2000)

2.3.7.2 Intraference

Scovel (2001) calls that interference when language learners may experience confusion when they find conflicting patterns within the structure of the newly acquired language, for example, the use of the third person singular suffix, which causes problems to a great number of learners irrespective of what their mother tongue is.

In 1972, Selinker (in Richards, 1974, p. 37) reported five sources of errors: language transfer, transfer of training, strategies of second language learning, strategies of second language communication, and overgeneralization of target language linguistic material.

In 1974 Corder (in Allen & Corder, 130) identified three sources of errors: language transfer, overgeneralization or analogy, & methods or materials used in the teaching (teaching-induced error).

In the paper titled "The Study of Learner English" that Richards and Simpson wrote in 1974, they exposed seven sources of errors:

1. Language transfer, to which one third of the deviant sentences from second language learners could be attributed (George, 1971).
2. Intralingual interference: In 1970, Richards exposed four types and causes for intralingual errors:
 - a. Overgeneralization associated with redundancy reduction. It covers instances where the learner creates a deviant structure based on his

experience of other structures in the target language. It may be the result of the learner reducing his linguistic burden.

Overgeneralization means whenever learners meet a new pattern or a new rule they think that the pattern or rule was applied to all cases without exception. Overgeneralization is found by the fact that the learner finds it easier to transfer previous knowledge in producing a new pattern. For example is 'He must comes' instead of 'He must go'. Here, the strong rule of using "s" in the third person singular is overgeneralized by the learner, and he retains the "s" with the auxiliary verb. (Vadnay, 2000)

- b. Ignorance of rule restrictions: i.e. applying rules to contexts to which they do not apply.
 - c. incomplete application of rules
 - d. Semantic errors such as building false concepts/systems:
 - i.e. faulty comprehension of distinctions in the TL.
3. Sociolinguistic situation: motivation (instrumental or integrative) and settings for language learning (compound or co-ordinate bilingualism) may affect second language learning.
 4. Modality: modality of exposure to the TL and modality of production.
 5. Age: learning capacities vary with age.

6. Successions of approximate systems: since the circumstances of language learning vary from a person to another, so does the acquisition of new lexical, phonological, and syntactic items.
7. Universal hierarchy of difficulty: this factor has received little attention in the literature of second language acquisition. It is concerned with the inherent difficulty for man of certain phonological, syntactic, or semantic items or structures. Some forms may be inherently difficult to learn no matter what the background of the learner.

James (1998, 178) exposed three main diagnosis-based categories of error:

1. Interlingual: interference happens when “an item or structure in the second language manifests some degree of difference from and some degree of similarity with the equivalent item or structure in the learner’s first language” (Jackson, 1987: 101)
2. Intralingual:
 - a. Learning strategy-based errors are false analogy, misanalysis, incomplete rule application, exploiting redundancy, overlooking cooccurrence restrictions, hypercorrection (monitor overuse), overgeneralization or system simplification
 - b. Communication strategy-based errors are holistic strategies: e.g. approximation, language switch, and Analytic strategies:

circumlocution (expressing the concept indirectly, by allusion rather than by direct reference.

3. Induced errors: they “result more from the classroom situation than from either the student’s incomplete competence in English grammar (intralingual errors) or first language interference (interlingual errors) (Stenson, 1983; 256)

2.3.8 Difference between first and second/foreign language anxiety

Anxiety and speech communication have strong relation with each other. Speaking in the first language (L1) or second/foreign (L2/FL) in the different situations, such as in public speech, tend to be anxiety provoking. The anxiety experienced when speaking in second/foreign language seems to be more debilitating than the anxiety experienced when speaking in the first language. In a foreign language, a speaker has to look for suitable lexis, has to construct an appropriate syntactic structure and needs to use comprehensible accent, plus the demanding tasks of thinking and organizing ideas and expressing them at the same time. According to Daly (1991:1) while discussing the reactions to second learning from the perspective of first language communication apprehension, express that the anxiety experienced by many people while communicating in their first language seems to have many logical ties to second language anxiety.

2.3.9 Second or Foreign Language Anxiety

Anxiety has been found to interfere with many types of learning but when it is associated with learning a second or foreign language it is a term as “second/foreign language anxiety’. It is complex and multidimensional phenomenon (Young, 1991) and can be defined as “a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system”. MacIntyre et al have been found that the feelings of tension or nervousness centre on the two basic task requirements of foreign language learning: listening and speaking (Horwitz et al., 1986: 29) because, in interaction, both skills cannot be separated.

2.3.10 the stage of language learning

2.3.10.1 Input

Input is the first stage of language learning. It activates ‘language acquisition device’ (LAD) –an innate language-specific module in the brain (Chomsky cited in Lightbown & Spada, 2006), which carries out the further process of language learning. Anxiety at the input stage (input anxiety) refers to the anxiety experienced by the learners when they encounter a new word or phrase in the target language. Input anxiety is receiver’s apprehension when receiving information from auditory and visual clues.

Krashen (1985:3), considers input as basics stage of language learning, asserted in his ‘Input Hypothesis’ that “speech cannot be taught directly but emerges

on its own as a result of building competence via comprehensible input". What causes incomprehensibility is learner' affective filter', i.e. anxiety or lack of confidence-and prevents utilizing fully the comprehensible input. For successful language acquisition, a learner's affective filter needs to be lower. Otherwise is a tense, nervous or bored learner may 'filter out' input, making it unavailable for acquisition. (Lightbown et al, 2006)

2.3.10.2 Processing

Anxiety at the processing stage is called processing anxiety refers to the "apprehension students experience when performing cognitive operations on new information" (Onwuneguzie, 2000). Cognitive like Segalowitz (2003: cited in Lightbown et al) working on the' Information Processing Model' have tried to explore how these cognitive operations are performed in human brain and have explained the learner's inability to spontaneously use everything they know about a language at a given time.

These psycholinguists believe that learners have to process information and to' pay attention' to produce any linguistics aspects by using cognitive sources. However, they suggest that there is a limit to how much information a learner can pay attention to or, in other words, there is al limit too be amount of focused mental activity a learner can engage in at one time (2003). Speaking in the target language needs more than one mental activity at one time such as; choosing words,

pronouncing them, and stringing them together with the appropriate grammatical markers. (2003)

Limited processing mental capacity may cause anxiety, and anxiety may restrict this operational capacity of the mind, and both together may cause impaired performance or behavior. Researcher have found the relationship among anxiety, cognition, and behavior are best seen as recursive or cyclical where each influences to other (Leary, 1990; Levitt, 1980: cited in MacIntyre, 1995: 92)

2.3.10.3 Output

Anxiety while communicating in the target language is more likely to appear at the output stage, which entirely depends upon the successful completion of the previous stages: input and processing. Anxiety at the output stage refers to learners' nervousness or fear experienced when required to demonstrate their ability to use previously learned material. According to Tobias output anxiety involves interference, which is manifested after the completion of the processing stage but before its effective reproduction as output. MacIntyre and Gardner asserted," high level of anxiety at this stage might hinder student's ability to speak...in the target language.

CHAPTER III

**AN ERROR ANALYSIS OF THE PRESENTERS' UTTERANCES IN
SEMINAR CLASS AT THE ENGLISH DEPARTMENT FACULTY OF
LETTERS ANDALAS UNIVERSITY**

After transcribing the video of seminar class, the writer identified the errors. The transcription was divided into two parts based on the score of FLCAS; first part was the high anxious students were based on the highest score of FLCAS. The second part was the low anxious students were based on the lowest score of the FLCAS. The first, second and third presenters were high anxious students based on the FLCAS. The fourth, fifth and sixth presenters were low anxious students based on the FLCAS.

3.1 The Error Pattern of the Participant Utterances

3.1.1 The First Participant Based on the FLCAS Score

Table 1. Datum 1

Interlanguage	Standard English	First language
...My name X. This term, I will present my paper entitled "request strategy used by the fourth year students of English department Andalas University"...	...My name is X. This time, I will present my paper entitled "Request Strategy Used by the Fourth Year Students of the English Department of Andalas University"...	...Nama saya adalah X. Pada kesempatan ini, saya akan mempresentasikan makalah yang berjudul "request strategy is used by the fourth year students of English department Andalas University"...

By comparing the two sentences, the participant omitted *to be*. It is an error in verb. In Standard English to make a sentence, the pattern is SVO. *To be* functions as

predicate in a sentence similar to the verb. *Be* is followed by adjective, noun, verb, and noun-verbal phrase in nominal sentence, such as *I am a student*.

Be plays an important role in English language as linking verb and auxiliary. It cannot be omitted when a sentence requires it because it will produce wrong sentence. *Be* has many forms and it must be suitable with the subject or verb. The linking verb in Indonesian, for example; *ialah, adalah, merupakan, yakni, yaitu*. The linking verb is used in nominal sentences such as; *Saya adalah seorang murid*. The use of linking verb can be ignored because it will not change the meaning such as; *Saya seorang murid*. In other case, some nominal sentences in using linking verb is not necessary in Indonesian, it sounds awkward in Indonesian; *Saya cantik* become *Saya adalah cantik*. The linking verb is not really used in Indonesian that is why it causes errors in constructing the sentence.

From the above utterances, the subject of the sentence is *My name*. However, the participant's utterance has omitted the use of *to be* functioning as the verb. The element *is* should be presented as helping verb to make the sentences fulfill the Standard English. The presenter did the same error when she was on rehearsal and on the seminar proposal presentation. Both of the videos showed that the participant omitted *is*. The writer indicated it as an error because the learner repeated it. The participant tends to make **simplification and over-generalization** in uttering the sentence by **omitting** *is*. It is the interference of the first language where Indonesian

people in spoken language tend to say “*nama saya X*” rather than “*nama saya adalah X*”.

The second error is the choice of words. It is supposed to use words *this time* instead of *this term*. In the beginning of the presentation, she can start to say *this time* or *on this occasion*. So using of *this time* indicated the lack of choice of words. It is an error in the choice of words.

The third error is in the use of article. She omitted article *the* in showing definite things. Moreover, an error occurred in using the preposition, the presenter omitted *of*.

Table 2. Datum 2

Interlanguage	Standard English	First language
...Pragmatic competence is specifically as the speaker knowledge and use of rule of appropriateness and politeness which divertive way of speaker will understanding the formulate speech act...	...Pragmatic competence is defined specifically as the speaker's knowledge and use of rules of appropriateness and politeness that divert way of speaker will understand the formulation of speech act...	...Kompetensi pragmatik secara khusus merupakan pengetahuan dan penggunaan aturan secara berterima oleh penutur...

The first error is the use of verb. In the utterance verb does not occur after *pragmatic competence*, but the presenter directly puts adverb. In the correct utterance, it should be subject and followed by verb.

Next, the third error occurring in this utterance is the application of the right verb tense after *will*. In the utterance, the participant said, *will understanding*, but it is not the correct grammar. After the modal *will*, it should be followed by verb, not

by *verb + ing*. It is a **verb tense error**. She did the errors in **addition**, when she adds *ing* in the utterance. It is the intralingual interference, whereas she was **applying rules to context that it does not apply**. Then the error also happened in the lexical term, in the application of *the formulate speech act*, in this term the correct one should be *the formulation of speech act*. After the verb, we cannot use *formulate* because it also refers to verb. After the verb, it can be followed by the noun. The correct word is *the formulation* and function as noun. It is a **lexical error** and in this utterance, the presenter does an error of omission, where she omitted the preposition as the copula.

Table 3. Datum 3

Interlanguage	Standard English	First Language
...Speech act according to Searle divide into five classification. They are; representative, directive, expressive, commissive and declaration. And request is a part of directive speech act...	...Speech acts according to Searle can be divided into five classifications. They are; representatives, directives, expressives, commissives and declarations. And the request is a part of the directive speech act...	...Speech acts berdasarkan Searle dibagi kedalam lima klasifikasi, mereka adalah <i>representative, directive, expressive, commissive</i> dan <i>declaration</i> . Dan request merupakan bagian dari <i>directive speech act</i> ...

The first error is an error in using plural noun. *Speech act* should be in plural form *Speech acts*. She omitted *s*. The second error is an error in the use of verb. In the form of *...speech acts according to Searle divide into...* is passive form, and it is

meaningless, it should appear in the form of active form ...*speech acts according to Searle could be divided into...*

An error of plural also recurs in her utterances. After the countable noun *five*, it should be followed by plural noun *classifications*. Here, she omitted the plural marker in enumerative phrases (five classifications). It is an error in omission.

Table 4. Datum 4

Interlanguage	Standard English	First Language
...And....As the participant in my study is the learners of English as a foreign language, so my studies include to the interlanguage studies...	...And....As the participants in my study are the learners of English as a foreign language, so my studies include the interlanguage studies...	...sebagai peserta didalam penelitian saya adalah pembelajar bahasa inggris sebagai bahaa asing, jadi kajian saya atermasuk kedalam kajian <i>interlanguage</i> ...

In the utterance above, the presenter should use plural marker to convey her idea. Because of the context, *the participant* should be in the plural form. When she uses *participant* in her studies, it will refer to some *participants*. In Standard English, plural subject also needs plural verb in order to make the subject-verb agreement. It is an error in plural and subject verb-agreement.

The second error is an addition of the preposition *to*. After the verbs *include* she does not need to use *to*. It is a negative transfer of her first language, *termasuk kedalam*.

Table 5. Datum 5

Interlanguage	Standard English	First Language
...First, what are the request strategy use by the fourth year student of English department Andalas University?...	...First, what are the request strategies used by the fourth year students of the English department of Andalas University?...	...Pertama, apa saja strategi permohonan yang digunakan oleh mahasiswa tahun keempat pada jurusan sastra inggris universitas andalas...

From the utterances above, the writer identified an error in subject-verb agreement. The presenter did not use the plural marker when the noun is plural. *Are* should be followed by plural nouns *strategies*.

The second error is an error in article. She omitted an article *the* to show the definite things. Moreover, an error occurred in the use of preposition. The participant omitted *of*. It is because of intralingual and developmental errors.

Table 6. Datum 6

Interlanguage	Standard English	First Language
...My participants is the fourth year student of English department Andalas University...	... My participants are the fourth year students of the English department of Andalas University...	...Peserta saya adalah mahasiswa tahun keempat fakultas sastra universitas Andalas...

It is an error in subject-verb agreement. When the subject is plural *my participants*, it should be followed by the plural verb *are*. The second error is an error in the use of article. She omitted using article *the* for showing definite things. An error also happened in the use of preposition. The participant omitted *of*.

Table 7. Datum 7

Interlanguage	Standard English	First language
...Why the fourth year student? because I assumes that the fourth year student have learned about pragmatic especially politeness and I assumed that they will try to applied it in the conversation...	...Why the fourth year students? Because I assume that the fourth year students have learned about pragmatics, especially politeness and I assume that they will try to apply it in conversation...	...Kenapa mahasiswa tahun keempat karena saya mengasumsikan bahwa mahasiswa tahun keempat telah mempelajari pragmatik terutama mengenai kesopanan dan saya mengasumsikan bahwa mereka akan mencoba mengaplikasikannya didalam percakapan...

From the utterance above, the first error happened in the form of plural. Related to the previous utterances *students* in the plural form, so when the participant would tell about the *students*, she should be consistent and use it in the plural form.

The Second error is in the form of tense, when the participant used simple present tense. The participant should not attach *s* to the verb if the subject is *I*. In standard English, the verb occurring after the singular subject (*she*, *he*, and *it*) should be attached by *s/es*.

An error also happened in using the word *pragmatics*. It should be *pragmatics*. Because it is refers to science. Other error also happened again in using tense. Here, the participant should be consistent with the tense that she had already used.

Other error is in using verb. After *to*, the participant may not add *ed* but should use infinitive verb. It is an unacceptable to use past tense form after *to* infinitive. It is an error in using article. The participant adds an article in her utterances, whether she does not need to use definite article there, because *conversation* means in the general term.

Table 8. Datum 8

Interlanguage	Standard English	First Language
...I used four theory...	...I used four theories...	...Saya menggunakan empat buah teori...

By comparing two sentences, the participant omitted using of *s*, it showed an error in **plural noun**. This participant's error not only occurred once, from the video, the writer found it was a repeatable error.

Table 9. Datum 9

Interlanguage	Standard English	First language
...It is my mine theory by Anna Traggsword in 1995...	...It is main theory based on Anna Traggsword's book in 1995...	---

If the participant used *my mine*, it was not the correct grammatical form. However, from the transcript the writer knew that the presenter was missed pronounced, she used *my mine* instead of *my main*. It is the lexical error and it was caused the lack information of the participant how to pronounce or to choose the correct words. The participant lacks of the choice of words. It is better to say; it is *main theory based on Anna Traggsword's book in 1995*.

Table 10. Mispronunciation of the First Participant

Words	Standard English	Interlanguage
Grammar	/ˈgræmə(r)/	/ˈgremers/
Competence	/ˈkɒmpɪtəns/, /ˈkɑmpətəns/	/ˈkɒmpetəns/
Classification	/ˈklæsɪfɪˈkeɪʃn/,	/ˈklassɪfɪˈkeɪʃn/
Specifically	/spəˈsɪfɪkəlɪ/	/speˈsɪfɪkəlɪ/
Participant	/pɑːˈtɪsɪpənt/	/pɑrtɪsɪpɑnt/
Writing	/ˈraɪtɪŋ/	/wraɪtɪŋ/
Chinas	/ˈtʃaɪnə/	/ˈtʃaɪnə/
Data	/ˈdeɪtə /	/ˈdɑtə/
Samples	/ˈsɑːmpl; 'sæmp/	/ˈsɑmpel/
Equal	/ˈɪkwəl/	/ekwəl/
Year	/jɪə(r); jɜː(r)/	/jɛə(r)/

There are some mispronunciations of the first presenter. It was because of the interference of the first language of Indonesian. It could be proved from the word, such as; data and sample. Data and sample are existed in the Indonesian vocabularies. Therefore, when, the first presenter said, it tends get interference from Indonesian language. She pronounce /data/ instead of /ˈdeɪtə /and pronounce /sɑmpel/ instead of /ˈsɑːmpl; 'sæmp/

There also pattern in pronounce /e/ in English for Indonesian learners student. She tends to pronounce /e/ than /ɪ/ such as these word, /ekwəl/ instead of /ˈɪkwəl/, /kɒmpetəns/ instead of /ˈkɒmpɪtəns/, /ˈkɑmpətəns/. The last sound of the root such as ə in data and equal, Indonesian learner not familiar have the last sound with ə. So, when they meet the last letter with ending a, they directly pronounced a, not ə. Indonesians pronounced *mata not matə, luka not lukə, pada not padə, etc.*

Table 11. Distribution of Type of Errors of the First Presenter

Type	Frequency	Percentage (%)
Omission	17	60.71%
Addition	6	21.42%
Replacement	5	17.86%
Total	28	100%

The data were taken from nine utterances. From nine utterances, 28 errors had occurred. The type of error that did by the first presenter mostly is an omission that is about 17 times from 28 errors. Second is an error of addition, which is about six times from 28 errors. The last one is an error of replacement that is about six times from 28 errors.



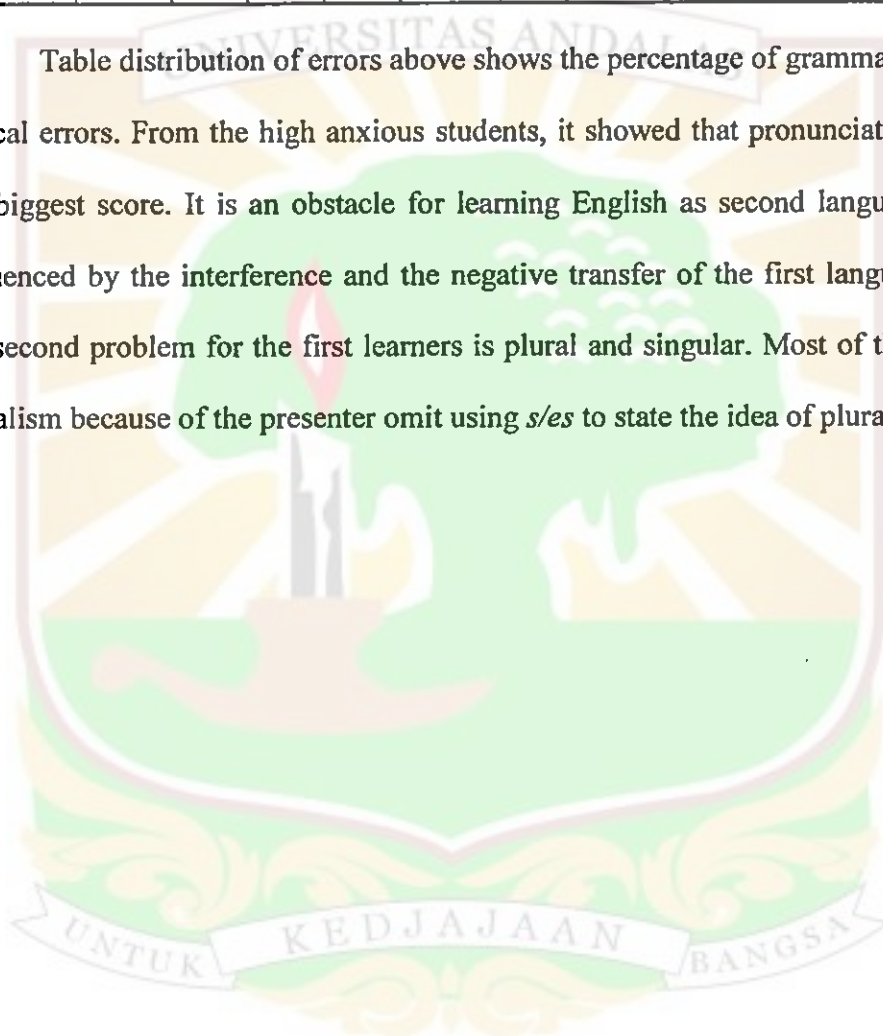
Graph 1. Distribution of Type Errors of the First Presenter

From the graph 1, the biggest type of errors is an omission. Secondly is an addition. The last is a replacement.

Table 12. Distribution of Grammatical Errors, Lexical Errors and Pronunciation Errors of the First Presenter

Participant	Preposition	Verb	Article	Singular /Plural	Subject Verb Agreement	Tense	Idiomatic Expression	Lexical	Redudancy	Pronunciation	Total
High Anxious Student 1	3	4	5	8	3	2	-	2	1	11	39
	7.5%	10%	12.5%	20%	7.5%	5%	0%	5%	2.5%	28%	100%

Table distribution of errors above shows the percentage of grammatical errors, lexical errors. From the high anxious students, it showed that pronunciation become the biggest score. It is an obstacle for learning English as second language. It was influenced by the interference and the negative transfer of the first language. Then, the second problem for the first learners is plural and singular. Most of the errors of pluralism because of the presenter omit using *s/es* to state the idea of pluralism.



3.1.2 The Second Participant Based On the FLCAS Score

Table 13. Datum 1

Interlanguage	Standard English	First Language
...Let me tell <i>to</i> you the title of my paper is "politeness strategies in complaining based on gender differences"...	...Let me tell you the title of my paper is "Politeness Strategies in Complaining based on Gender Differences"...	...Perkenalkan saya menyampaikan (kepada) judul dari makalah saya "politeness strategies in complaining based on gender differences"...

The participant used preposition *to* in her utterance, but in the Standard English the preposition, *to* should not be there. It is an error in preposition—an errors of addition. Using of preposition *to* because of the negative transfer from the first language. In English, people used *to* in order to express movement toward a place. Such a sentence, first example *they were driving to work together* and the second example *she is going to the dentist's office this morning*. The presenter transfers it from the source language that implied of *kepada*. In the learner's competence, *kepada* is translated literally *to*; it caused the error in the learner's performance.

Table 14. Datum 2

Interlanguage	Standard English	First language
...First, we know complain is expression of displeasure, expression of unsatisfied, expression of annoyance and this emotional reaction and also complaint can reduce the image of the hearer...	...First, we know complaint is an expression of displeasure, dissatisfaction, and annoyance. this emotional reaction of complaint can negatively influence the hearer's opinion of the speaker...	...Pertama, kita mengetahui bahwa keluhan adalah ekspresi dari ketidaksenangan, ekspresi dari ketidakpuasan, ekspresi dari kekecewaan dan reaksi emosi ini dan keluhan dapat mengurangi citra dari pendengar...

From the utterance above, the participant omitted an article. The function of an article is to modify noun such as a person, place, or thing. Article *an* used when referring to anything whose specific identity is unknown, unclear or vague. *An* in this utterance above does not refer to one particular expression.

An error also occurs in using of parallelism structure. Parallel structure expresses ideas of equal importance with the same grammatical structures. Avoid expressing ideas in series with different structures such as; *is expression of displeasure, expression of unsatisfied, expression of annoyance*. The participant could omit using of redundancy. The correct should be *an expression of displeasure, dissatisfaction, and annoyance*. It was because of the lack of the vocabulary of the learners. Redundancy in using *and* the presenter did not have to use both of those words, she needs to apply *and*. As regarded as direct transfer from Indonesian language, in Indonesian the use of words *dan juga* is exist, the participant get **negative transfer** from source language.

From the utterance, *complaint can reduce the image of the hearer*, it makes understandable point, actually the presenter intended to say, *Complaint can negatively influence the hearer's opinion of the speaker*. After reconfirming to the participant, she was intended to say the second utterances, but while speaking she was not said like that. It is the lack of the vocabulary in the target language, and the presenter seek another words to say it, but it is not an appropriate choice of words.

Table 15. Datum 3

Interlanguage	Standard English	First Language
...And the other side, there are positive side in complain...	...on other hand, there are positive sides in complaining...	...Dan lain halnya, terdapat sisi positif didalam keluhan ...

The problem of the utterance above is **subject verb-agreement**. The basic principle, singular subject needs singular verbs; plural subjects need plural verb. From the sentences, it begins with *there are*, the subject follows the verb. Since *there is* not the subject, the verb agrees with what follows. Another example:

There are many questions.

There is a question.

With these constructions (called **expletive construction**), the subject follows the verb but still determines the number of the verb.

Moreover, the participant also has problem with lexical words, *the other side* was used instead of *on the other hand*. It was caused of the lack of vocabulary in the target language.

Table 16. Datum 4

Interlanguage	Standard English	First Language
... That Complain is pen up to setting to give attention and also complaint can improve the quality of any lack of services...	...That Complaining is pen up to setting to give attention and complaint can improve the quality of services if they are lacking...	-----

From the utterance above, the writer had difficulty to understand what the participant means. It is such a further problem. How the writer could be sure that the participant produces can be a slip of tongue. After reconfirming to the participant

about what she intended to say. She could not explain what it was. At other times, it is difficult to reconstruct the correct sentence because the writer was not sure what the speaker meant to say. Besides that, the writer also identified the error in **using verb and preposition**.

Table 17. Datum 5

Interlanguage	Standard English	First language
...And, in complain people sometimes give suggestions to request prepare...	...And, by complaining people sometimes give suggestions to request a repair...	...Dan dalam complain orang terkadang memberikan saran untuk

From the data above, the writer had difficulty in identifying the error. It was difficult to get what is meaning in the first language. It was because the choice of words. After verb, it can follow by noun, but in here, she put verb after verb. Moreover, it leads to **lexical error**.

Table 18. Datum 6

Interlanguage	Standard English	First language
...In analyzing the data, there are four stap... stepIn analyzing the data, there are four steps...	...Didalam menganalisis data, terdapat empat langkah...

In the utterance, the participant was not only omitted the attached *s* for plural noun. Moreover, the presenter also repeated the same error in plural when she was uttering in this seminar. It is the **incomplete of application of rules**. The utterance also deals with the **subject verb-agreement**. *There are* should follow with plural verb *four steps*.

From the video recorded, the participant did an error correction while she was saying the words *stap* to *step*. However, she did not correct the plural noun. It was showed that if the learners have good competence, even she did errors, they probably made error correction.

Table 19. Datum 7

Interlanguage	Standard English	First language
... The last is count the frequency, count frequency is due to see the similar and the differences between male and female in their politeness strategies...	... The last is counting the frequency. Counting the frequency is in order to see the similarities and the differences between male and female in their politeness strategies...	... Yang terakhir adalah menghitung jumlah kemunculan, menghitung frekuensi yang bertujuan untuk melihat kesamaan dan perbedaan diantara laki-laki dan perempuan dalam strategi kesopanan mereka...

From comparing two utterances above, the writer points out that, the participant was confusing to differentiate the using of gerund as function as noun. On the other hand, the participant prefers to use word *due to* instead of *in order to*. It is a lexical error.

Table 20. Datum 8

Interlanguage	Standard English	First language
... The theory purposed by brown Levinson. There are four type of politeness strategy...	... Brown Levinson proposed the theory. There are four types of politeness strategy...	-

An error occurs when a singular word or phrase is not in agreement with a plural word or phrase or in contrary. Singular-plural errors can take a variety of forms, such as a plural pronoun referring to a singular noun or a plural noun taking a

singular verb. In the utterances above, the subject—*there are four*—is plural, but the verb—*type*—is singular.

Table 21. Datum 9

Interlanguage	Standard English	First language
...This different due to the sex, age, class, etc...	...This difference is due to the sex, age, class, etc...	

An error of verb, the participant omitted *to be* marker. It was influenced by the interference of the first language. It rather awkward to say in Indonesian ...*perbedaan ini adalah berdasarakan jenis kelamin...* instead of ...*perbedaan ini berdasarakan jenis kelamin...* because Indonesian language is not necessary using of linking verb, it can be ignored. That is way of the learners omits using of the linking verb in English, because it was influenced by the competence that she has in the first language.

Table 22. Datum 10

Interlanguage	Standard English	First language
...This not the conclusion...	...This is not the conclusion...	...Ini bukanlah kesimpulan. ...

From the data above, the participant omitted using *to be* marker that functions as copula. Therefore, it leads in omission error. She intended to omit using *is*; it was because of the simplification in uttering the sentence. Such as Indonesian language, the standard grammar *ini adalah sebuah buku*, but people often make it simple, *ini sebuah buku*. The utterances influence by the interference of the first language.

Table. 23. Mispronunciation of the Second Participant

Words	Standard English	Interlanguage
Repair	/rɪ'peə(r)/	
Prepare	/prɪ'peə(r)/	
Purpose	/'pɜ:pəs/	
Propose	/prə'pəʊz/	

The second presenter almost has no problem with the English pronunciations. Nevertheless, some words are difficult to identify. Such are words above whether *repair* or *prepare* that the presenter intended to say. From the table show that it was difficult to identify words with the same sounds.

Table. 24. Distribution of Type of Errors of the Second Participant

Type	Frequency	Percentage (%)
Omission	7	41.18%
Addition	2	11.76%
Replacement	8	47.06%
Total	17	100%

Data were taken from ten utterances. From ten utterances, there are seventeen errors occurred. The type of errors made by the first participant mostly is a replacement that is about eight times from seventeen errors. Secondly is an error of an omission about seven times from seventeen errors. The last is an error of addition, which is about two times from seventeen errors.



Graphic 2. Distribution of Type Errors of the Second Presenter

From the graph 2, the highest type of error is a replacement. Secondly is an omission. Thirdly is an addition.

Table 25. Distribution of Grammatical Errors, Lexical Errors and Pronunciation Errors of the Second Presenter

Participant	Preposition	Verb	Article	Singular /Plural	Subject Verb Agreement	Tense	Idiomatic Expression	Lexical	Redudancy	Pronunciation	Total
High Anxious Student 2	3	4	1	-	2	-	-	6	1	2	19
	15.80%	21%	5.26%		10.53%	0%	0%	31.58%	5.26%	11%	100%

From the table above, an obstacle that faced by the second participant is in lexical usage. It was caused of the second participant have a lack of the English vocabulary that way she had difficulties in choosing of words. In pronunciation term, the second presenter does not have a big problem with it, because there are two

mispronunciations whether it was pronounce /rɪ'peə(r)/ or /pri'peə(r)/ and the second whether pronounce /pɔːpəs/ or /prə'pəɔz/. Although she is one of the high anxious students but the performance when pronounced is good. It showed from only two mispronunciations. The learner of the second participant has good competence of the second language; the total error is less than other participants. Therefore, the anxiety that she had experience is facilitating anxiety produces positive effects to her performance.



3.1.3 The Third Participant Based On the FLCAS Score

Table 26. Datum 1

Interlanguage	Standard English	First Language
...There are two more aspect that can be concerned in doing translation. First, is source language and second is target language...	...There are two more aspects involved in concerned with doing a translation. First is the source language and the second is the target language...	...Ada dua aspek lebih yang dapat diperhatikan dalam melakukan proses transkripsi, pertama adalah bahasa sumber dan kedua bahasa target...

The problem of the utterance above is subject verb-agreement. The basic principle singular subject needs singular verbs; plural subjects need plural verb. In sentences, beginning with *there are*, the subject follows the verb. Since there is no subject, the verb agrees with what follows. An error also happened in preposition. *with* should use instead of *in*.

Table 27. Datum 2

Interlanguage	Standard English	First Language
One-way to keep the totally of a text is concerned about the use of implicit meaning in a text.	One-way to keep the originality of a text is the use of implicit meaning in a text.	-----

The error of the utterance above is error in choice of words. In the context of her presentation, the word *originality* is used instead of word *totality*. The participant also should omit use of words *concerned about*, in order to avoid the redundancy error.

Table 28. Datum 3

Interlanguage	Standard English	First Language
...Second previous study is talk about to find the understanding about how to translate the implicit meaning from source language English to target language in Indonesia...	... The second previous study is an understanding of the way to translate the implicit meaning from the source language English to the target language Indonesian...	...Studi sebelumnya kedua membicarakan untuk menemukan pengertian tentang bagaimana untuk menerjemahkan arti selengkapnya dari bahasa sumber Inggris untuk bahasa sasaran di Indonesia ...

The first error is in the use of article. She omitted the definite article. She also has problem in redundancy error, whether she could easily say, *is* rather than *is talked*. If use more words, when the participant could make it simple and straight to the point in the academic presentation. It can lead to confusing of the hearer in understanding the presenter message in her presentation.

It also deal with lexical words, it is better to use *the way* instead of *about how*, you can look at the utterance above. The presenter also omitted using of definite article for definite noun.

Table 29. Datum 4

Interlanguage	Standard English	First language
...Here, I use two theory. The major theory is from Larson. Implicit meaning is meaning which is not express directly...	...Here, I use two theories. The major theory is from Larson. The Implicit meaning is meaning which is not expressed directly...	...Di sini, saya menggunakan dua teori. Teori utama adalah dari Larson. Arti selengkapnya berarti yang mana tidak menyatakan dengan segera...

It is not difficult to see whether error occurred in the above utterance. It is a local error; an error does not interfere with the intended meaning, and it is easily recognized. It leads the problem in **plural error**. Here, she **omitted the plural marker** in enumerative phrases (two theories). It is an **error in omission**. She also **omitted using of definite article** repeatability in this utterance.

Table 30. Datum 5

Interlanguage	Standard English	First language
...He divided implicit referential meaning into three type...	...He divided the implicit referential meaning into three types...	...dia (lk) membagi makna implisit kedalam tiga tipe...

From the utterance above, the problem is **plural error**. Here, she **omitted the plural marker** in enumerative phrases (three types). It is **error in omission**.

Table 31. Mispronunciations of the Third Participant

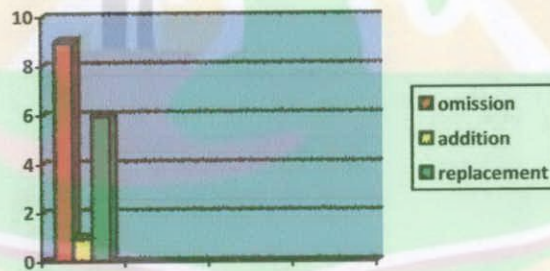
Words	Standard English	Interlanguage
Introduce	/ɪntrə'djuːs/	/introdus/
Data	/'deɪtə 'dɑːtə 'dætə/	/data/
Translator	/træns'leɪtəʊ(r)/	/træns'lator/
Theory	/'θiəri/	/teori/

There are four mispronunciations errors in the third participant. It was, because of the interference of the mother tongue, pronounces /data/. It also occurs in the word theory. Because *theory* and *data* are existed words in Indonesian, it made the participant pronounced likely Indonesian pronunciation rather than English pronunciation. Actually, the others possibly understand what the presenter means is, but it is awkward to hear it.

Table 32. Distribution of Type of Errors of the Third Presenter

Type	Frequency	Percentage (%)
Omission	9	56.25%
Addition	1	6.25%
Replacement	6	37.50%
Total	16	100%

The data were taken from five utterances. From five utterances, there are sixteen errors that was occurred. The type of error was made by the third participant mostly is an omission that is about nine times from sixteen errors. Secondly is an error in a replacement about six times from sixteen errors. The last is an error of addition, which is about once times from seventeen errors



Graph 3. Distribution of Type Errors of the Third Participant

From the graph 3, the highest type of errors is an omission. Secondly is a replacement. Thirdly is an addition.

Table 33. Distribution of Grammatical Errors, Lexical Errors and Pronunciation Errors of the Third Participant

Participant	Preposition	Verb	Article	Singular /Plural	Subject Verb Agreement	Tense	Idiomatic Expression	Lexical	Redundancy	Pronunciation	Total
High anxious Student 3	2 8.30%	2 8.30%	4 16.67%	2	2 8.30%	- 0%	- 0%	3 12.50%	1 4.17%	4	20 100%

From the third high anxious student, it can be seen that pronunciations become an obstacles for learning English as second language. It was influenced by the interference and the negative transfer from the first language. Pronunciation error occurred four times from twenty-four errors. The grammatical error are occurred in form of preposition, verb, article, plural, subject verb-agreement, lexical and redundancy.

The third presenter may have a good competence about grammar knowledge, but the affective variable anxiety influenced her performance, it is showed in the table.33 that errors mostly occurred in term of pronunciations.

3.1.4 The Fourth Participant Based On the FLCAS

Table 34. Datum 1

Interlanguage	Standard English	First language
...My paper is telling...will going to tell you an analysis shortening in English news translation in Indonesia as found in www.kompas.com...	...In my paper, I will tell you about an analysis of shortening in English news translation into Indonesian as found in www.kompas.com ... Or ...In my paper, I am going to tell you about analysis of shortening in English news translation into Indonesia as found in www.kompas.comdidalam makalah saya akan memberitahukan anda mengenai sebuah analisa pemendekan pada terjemahan berita bahasa Inggris ke bahasa Indonesia seperti yang ditemukan di www.kompas.com ...

The analysis from the data above is the presenter was confused in applying the correct grammar tense in the utterances. That is why **error in verb and tense** occurred. The presenter combined the structure of *will + going to*. Whether, the pattern does not exist in the English grammar. If she wants to convey her idea in the future pattern. The utterances should use *subject+ will + verb* or *subject + to be+ going to+ verb*. Nevertheless, if, she wants to convey the idea in the present continues tense, the pattern is *subject + to be+ verb infinitive + ing*. however, she combined both two of those patterns. She added another element that should not be there. If she uses *will*, it should accompany with infinitive but in this utterance, she did addition that leads to error. It occurred because of the ignorance of rule restrictions by the presenter or the presenter may **overgeneralization using of tense rule**. It is the intralingual and developmental errors.

In the utterances above also have problems in using preposition such as; *of*, *into* and *in*, to place the preposition in the right usage in Standard English become difficult work for second foreign language as well as the presenter experience in her utterances, because in Indonesian learners do not recognize much preposition like in English language.

Table 35. Datum 2

Interlanguage	Standard English	First language
...Here what I am going to be focused on is that the fact is the target text is shorter than the source text...	...Here what I am going to focus on is the fact that the target text is shorter than the source text...	...dalam makalah ini, yang akan menjadi fokus analisa adalah fakta bahwa teks sasaran lebih pendek dari teks sumber...

From the utterance above, using *to be focused on* is not the correct form to convey what she meant in the utterances. It should be used *to focus*. If she made the sentence in the active form, the meaning will be different. It is an error in using verb.

Table 36. Datum 3

Interlanguage	Standard English	First language
... this essay procedure which are used by the news maker that make it shorter are the point to be focused on...	...this essay procedure used by the newsmaker that makes it shorter is the point to be focused on...	...prosedur yang digunakan oleh pembuat berita (bahasa Indonesia) yang membuat berita tersebut menjadi lebih pendek merupakan hal yang menjadi focus utama...

From the utterance, the presenter has problem in using of verb. She put some words *which are* whether she can convey her point directly. By adding, *which are* it leads to redundancy. It is an unnecessary. The presenter would prefer say the

utterance straightly to the point and directly, because it would help much for the hearer to understand, instead of using redundancy or wordy utterances.

Table 37. Datum 4

Interlanguage	Standard English	First language
But... let...What is actually translation means by a..... According Newmark in his book, translation is specifically define as rendering the meaning of a text into another language...	But... let...What actually translation means according to Newmark, translation is specifically define as rendering the meaning of a text into another language...	...apa sebenarnya terjemahan itu menurut Newmark di dalam bukunya, terjemahan secara khusus diartikan sebagai memindahkan arti sebuah teks kedalam bahasa lain...

It is an error in using prepositional idiom. *According to* is an idiomatic expression. The presenter used *according Newmark* instead of *according to Newmark*. It also redundancy in using *his book*, because it is already had confirmed by saying *according to Newmark*. More explanation will be in the table 44. Datum 11.

Table 38. Datum 5

Interlanguage	Standard English	First language
...The procedures or technique that translator use play very important part in making news translation become well translated one...	...The procedures or techniques that the translator uses play an important role in making news translation well translated...	...prosedur-prosedur atau teknik-teknik yang digunakan oleh penerjemah memainkan peranan yang sangat penting untuk menjadikan berita terjemahan menjadi berita yang baik...

It is an error in plural. When use parallelism structure, if the form in plural, other noun should be also in plural. Parallel structure is expressing ideas of equal importance with the same grammatical structures. Avoid expressing ideas in series

with different structures such as; the *procedures* or *technique*. It should be the *procedures* or *techniques*.

From the utterance above, the presenter also did redundancy in using *make* and *become*. Actually she can simply the utterance and make it straight to the point such as *uses play an important role in making news translation well translated* instead of repeated *play very important part in making news translation become well translated one*. It also has problem in choice of words, it is better to use *an important role* rather than *an important part*.

Table 39. Datum 6

Interlanguage	Standard English	First language
...Here is not all of the procedures but it is only the main point that exactly actually used in news translator, news translation...	...These are not all of the procedures but only the main point that is actually used in news translation...	...tidak semua prosedur terjemahan yang ada yang akan dijadikan bahan analisa, tapi hanya prosedur yang digunakan untuk memendekan terjemahan saja yang digunakan sebagai bahan analisa...

From the utterances above, using of redundant words, where she used two adverbs in same time, maybe she wanted to emphasize her statement. However, using of addition *exactly actually* leads to error in redundancy. Because of the context, the participant was speaking in the formal presentation. It is better for using a straight to the point statement instead of the wordy utterances.

Moreover, from the utterances, the presenter was confused in choosing the word choice, but she can make an error correction. First, she said *news translator* but the she corrected into *news translation*.

Table 40. Datum 7

Interlanguage	Standard English	First language
...The local one is compass.com, and the international website that comes, that become the sources and actually kompas.com put the source and based on the source then i search it the source website as Routers.com or other it could be washington.com or aft at or some others, it depends from the sources...	...The local one is compass.com, and the international website is the sources. Actually kompas.com puts the source and then based on the source I will search source website such as Routers.com or others. It could be washington.com or aft or some others, it depends on the sources...	... Website lokal yang digunakan adalah kompas.com dan website internasional yang dijadikan sumber untuk mendapatkan data dan yang namanya dicantumkan di kompas.com adalah reuters.com atau bias juga Washington.com atau yang lainnya tergantung dengan sumber mana yang digunakan oleh kompas.com...

Utterance above is using more redundancy. She used *it* and put noun after *it*. When speaking in the presentation for academic purpose, the participant should omit redundancy words that are not necessary. Because of the redundancy will lead the hearer to get wrong meaning from the exactly meaning that the participant tries to convey. The writer sees from the comparatives of the target language and the Standard English that the participant had difficulty in using of tense form. It was not consistently used.

Table 41. Datum 8

Interlanguage	Standard English	First language
<p>...And procedure, you can see that first, the written data are taken from the local website <i>kompas.com</i> in international column and the second the translation version are copy paste , and the third using the same step also done with international website so both of them are copy are paste in different spaces, so different paper and different spaces so I can make a comparative analysis easier for me ...</p>	<p>... in the procedure, you can see that first, the written data are taken from the local website <i>kompas.com</i> in the international column. Secondly, the translation versions are copy pasted. Thirdly, the same steps also used with the international website so both of them are copy pasted in different places. This makes my comparative analysis easier...</p>	<p>...Didalam prosedurnya, anda dapat melihat terlebih dahulu, data tertulis diambil dari situs lokal yaitu <i>kompas.com</i> pada kolom internasional. Kedua, versi terjemahannya di salin dan dipindahkan. Ketiga, kedua teks tersebut juga disalin dan dipindahkan kehalaman yang berbeda sehingga perbedaan antara terjemahan dan teks asli dapat dilihat dengan mudah dan dapat dibandingkan secara langsung sehingga lebih mudah untuk menganalisanya...</p>

From the utterance above, the error is an error of plural. *Version* should be *versions*. It also occurred to the words *step* that should be *steps*. From one utterance, the participant did more than one an error in plural. It showed that the presenter ignored the rule and pattern how to state pluralism. It was happened because of the presenter did simplification in showing the plural thing. Because of in Indonesia, the rule is not by adding others element. However, it can show by reduplication, or use *para*, *banyak*, etc. because the rule is very different, the participant does not have good competence about it, although they had learn about pluralism since in elementary school.

Table 42. Datum 9

Interlanguage	Standard English	First language
...Shortly you say that there is a phrase do not translating in the same paragraph but the translator put the phrase in the last one...	...Shortly you say that there is a phrase that is translated in the same paragraph but the translator put it in the last...	...pendeknya, anda mengatakan bahwa ada phrasa yang tidak diterjemahkan pada paragraph yang sama tetapi meletaknya diakhir...

The problem of the utterances above is in using verb. When learners state something in the present and in the negative form in English, the pattern is *S+does/do+not+infinitive*. From the utterances it was not clear whether she stated something in the past, present or in the present continues. She said *do not translating*, it is the combination of the simple present and the present continues, she made a new pattern on her own. It is interlanguage. She ignored the restriction of English and overgeneralization of English rule.

The error above was occurred because of the complexity of the English grammars, so the participant has difficulty in applying the right tense. Whether the native already had competence, and for the learners she should think first to choose the right lexical, the right tense and the right pronounce.

Table 43. Datum 10

Interlanguage	Standard English	First language
<p>...by analyzing the data, the way analysis rose is that comparing just like I told you before, the source language and also the target text and find the procedures used by the translator by sequencing high procedure by Newmark then check it into the check procedures by procedures. And, conclusion, after all the process in this research...</p>	<p>...in analyzing the data, the method that will be used is comparative, as mentioned before. the source language and the target text will be compared and then find the procedures used by the translator by sequencing high procedure by Newmark ...</p>	<p>...Dalam menganalisa data, metode yang digunakan adalah dengan membandingkan teks asli dan teks terjemahan seperti yang telah saya sampaikan sebelumnya. Teks asli dan sasaran serta prosedur yang digunakan penerjemah, yang ditemukan dalam analisa, kemudian diurutkan dan disesuaikan dengan prosedur-prosedur terjemahan milik Newmark...</p>

In speaking in the seminar presentation, the participant has to avoid redundancy and wordy words. Because of redundancy will lead to error and misunderstanding about the idea that the presenter wants to convey. If she wants to explain more, it is better to use others words, because English has so many vocabulary. The error above occurred because the participant has lack of the vocabulary. Using *as mentioned before* is more preferable than using *I told u before*. *I told u before* is a negative transfer from Indonesian.

Datum 44. Datum 11

Interlanguage	Standard English	First language
<p>...So according my research, beside using procedures the journalist also take the journalist etiquette that is the 5 way, 5W and 1 H...</p>	<p>...In my research, besides using the procedures above ...</p>	<p>...Jadi menurut penelitian saya, di samping menggunakan cara-cara wartawan juga mengambil wartawan etiket yang adalah cara 5, 5W dan 1 H...</p>

The grammar of the above utterance was not grammatically wrong, but she did not use an appropriate preposition. For native English, they have already learned thousands of prepositional idioms so that they do not question what they mean or how they mean what they mean. However, for second language learners, trying to learn the idioms of another language can be a very challenge. The most common idiom is an expression that depends on the choice of a particular preposition. The choice may seem arbitrary. For example, why do we say “She *put up with* him” rather than “She *put on* with him”? “*At home*” rather than “*in home*”? Why is it “*sick of* him” rather than “*sick from* him”? No logical reason—the expressions are *idiomatic*. Notice in addition that many words take different prepositions to form different idioms. For example, the researcher gets from the presenter utterances, she used *according my research*, but in English, we do not find such that words. She got interference from the source language. She directly translated from *berdasarkan riset saya*. . It is not grammatically wrong, but it is not acceptable. She should use *according to...*

In the conversation, we often give information or opinion about something. It is acceptable that in Indonesian in using *menurut saya*. However, in English, there are some rules that we need to obey. Here are the explanations; In English, people use *according to* when people want to convey the information or opinion that come from other’s people, books, journal, etc which is not come from the speaker. If the idea or opinion come from our self or the speaker, we should use *in...opinion*.

For example;

1. According to Rod Ellis, error analysis is...
2. According to the timetable, the train gets in at eight.
3. In my opinion, the rent is too high.
4. In his opinion, the Socialists are going to win.

Because in Indonesia, the prepositional idioms *according to* and *in...opinion* have same meaning. That is why second language learner such as the fourth participant has difficulties in understanding the prepositional idioms. **It is the negative transfer from the first language.**

Table 45. Mispronunciation of the Fourth Participant

	Standard English	Interlanguage
Pasted	/peɪstɪd/	/peɪstɪd/
Texts	/teks/	teksis/

The presenter pronounces /peɪstɪd/ instead of /peɪstɪd/. Because the end sound of the root verb end with sound of *id* are used if in the end of the verb are *t* or *d*; such as these examples: *want+ed=wantɪd* . *need + ed = needed*. So *pasted* end with sound *t*, so it should pronounce *Pastɪd*. Sounds *d* are used if the end of the verb sound *voiced* such as these example;

Name + ed = Named
Turn + ed = Turnd

Table 46. Distribution of type of errors of the Fourth Participant

Type	Frequency	Percentage (%)
Omission	10	30.30%
Addition	10	30.30%
Replacement	13	39.39%
Total	33	100%

The data were taken from eleven utterances. From eleven utterances, there are 33 errors that was made. The type of errors that did by the first participant mostly is a replacement that is about 13 times from 33 errors. Secondly is an error of an omission about ten times from 33 errors. The last is an error in addition, which is about ten times from 33 errors



Graph 4. Distribution of Type Errors of the Fourth Presenter

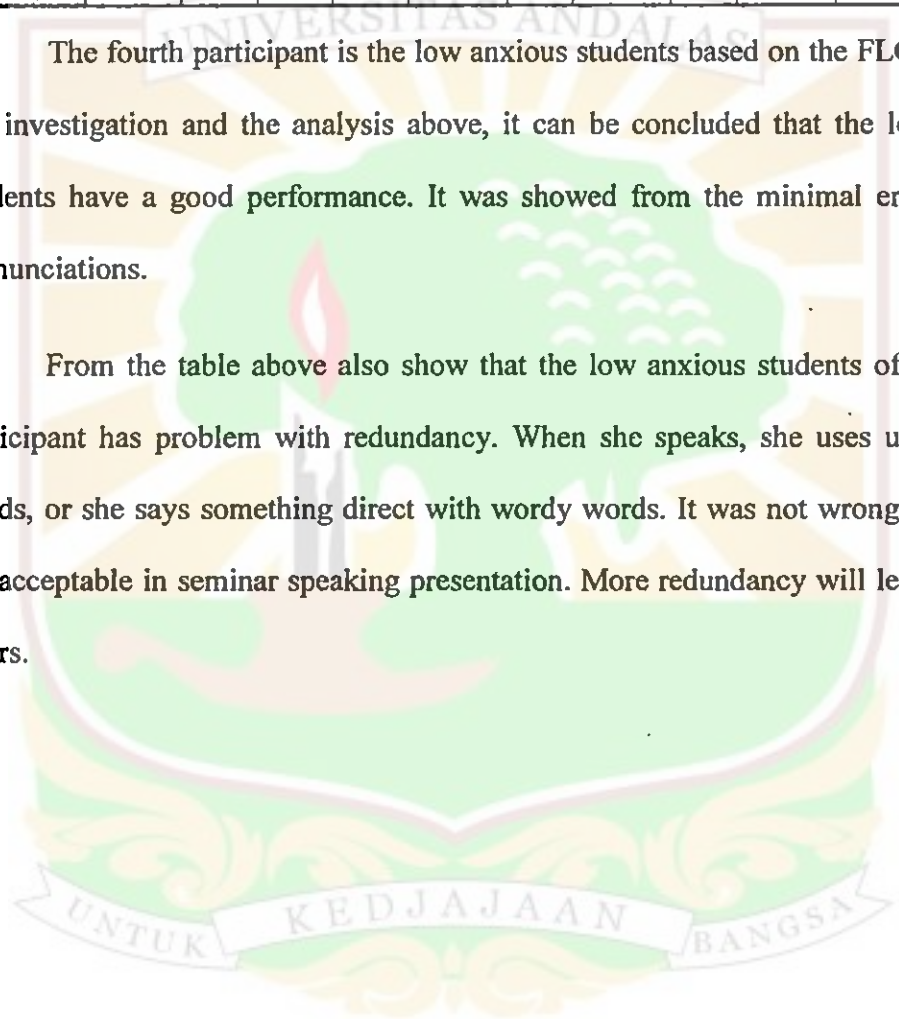
From the graph 4, it is showed that the highest type of errors is a replacement. An omission and an addition have same score.

Table 47. Distribution of Grammatical Errors, Lexical Errors and Pronunciation Errors of the Fourth Participant

Participant	Preposition	Verb	Article	Singular /Plural	Subject Verb Agreement	Tense	Idiomatic Expression	Lexical	Redundancy	Pronunciation	Total
Low anxious Student 1.	2	5	0	2	1	4	3	7	9	2	35
	5.71%	14.28%	0	5.71%	2.86%	11.43%	8.57%	20%	25.71%	6%	100%

The fourth participant is the low anxious students based on the FLCAS. From the investigation and the analysis above, it can be concluded that the low anxiety students have a good performance. It was showed from the minimal errors in the pronunciations.

From the table above also show that the low anxious students of the fourth participant has problem with redundancy. When she speaks, she uses unnecessary words, or she says something direct with wordy words. It was not wrong but it was not acceptable in seminar speaking presentation. More redundancy will lead to more errors.



3.1.5 The Fifth Participant Based On the FLCAS

Table 48. Datum 1

Interlanguage	Standard English	First language
By reading the advertisement, the reader of the advertisement make some interpretation because they want to know what is the message there is put by the advertiser in that advertisement.	By reading the advertisement, the reader of the advertisement make some interpretation because they want to know what is the message there is put by the advertiser in that advertisement.	

From the utterance above, the writer had difficulty in understanding what the participant's mean. How the writer could be sure that the participant produces was a slip of tongue. After the writer reconfirmed to the presenter about what she intended to say in her utterance. She could not explain what it was about. At other times, it is difficult to reconstruct the correct sentence because the writer was not sure what the participant intended to say.

Table 49. Datum 2

Interlanguage	Standard English	First language
...So by using semiotic theory and applied to advertisement we can see that what is the beside there is put in the advertisement beside by seeing any sign in any form in that page of the advertisement...	...So by applying semiotic theory to the context of advertisements we can see what is the message intended by the advertiser...	...dengan mengaplikasikan teori semiotic kedalam iklan, kita dapat mengetahui pesan apa yang hendak disampaikan oleh pembuat iklan...

From the utterance above, the participant used some unnecessary words; it leads error in redundancy. The participant has to convey her idea directly and straight

to the point in the academic presentation. The participant can say *...by applying semiotic theory...* instead of twist in and out the words such as *... by using semiotic theory and applied to advertisement...*

Table 50. Datum 3

Interlanguage	Standard English	First Language
...there are three previous study on this research...	...there are three previous studies on this research...	...Terdapat tiga kajian terdahulu pada penelitian ini...

The utterance above has problem in **subject verb agreement**. The basic principle plural subjects need plural verb. *There are* should follow with *three previous studies*. Again, the presenter tends to omit plural that is used to identify the plural verb.

Table 51. Datum 4

Interlanguage	Standard English	First Language
...in this research the writer try to see how the advertisement maker try to deliver the idea...	...in the research the writer tried to see how the advertisement maker try to deliver the idea...	...dalam penelitian ini penulis mencoba untuk melihat bagaimana pembuat iklan menyampaikan ideanya ...

From the utterance above, using of *this* is not an appropriate, it should be used definite article *the*. Because of *the research* is thing that had already been definite and it was ever mentioned in the previous utterance.

The error also occurs in using **tense and verb**. The participant's idea that she wants to convey was an action that occurred in past time. Therefore, the standard grammar, when the presenter tells something that occurred in past is *v + ed*. It was occurred because of the participant over-generalized verb. It is intralingual

developmental errors because it shows the characteristics of participant learning, overgeneralization and the development of false concepts.

Table 52. Datum 5

Interlanguage	Standard English	First Language
...There are three previous study on this research. And...In doing this research the writer follow the three step...	...There are three previous studies on this research. And...In doing this research the writer followed the three steps...	...Terdapat tiga kajian terdahulu pada penelitian ini. Dan, pada penelitian ini penulis mengikuti tiga langkah...

The utterance above has problem with **subject verb-agreement**. The basic principle plural subjects need plural verb. *There are* should follow with *three previous studies*. Again, the presenter tends to omit using of *es* to identify the plural verb.

An error also happened in using **verb tense**, after, the third person; it should follow with *S +s/es*. It should be, the presenter can use *the writer followed the three steps* for the Standard English. If the writer related to the previous sentence, the presenter intended to say that *the writer had done his work*.

From the utterance above, it can be seen the problem with **plural error**. In here, she omitted the plural marker in enumerative phrases (three steps). It is the error in omission.

Table 53. Datum 6

Interlanguage	Standard English	First language
...the data are divided in to two term...	...the data are divided in to two terms...	...Datanya terbagi kedalam dua bagian...

The utterance above has problem in subject verb-agreement. The basic principle singular subject needs singular verbs; plural subjects need plural verb.

Table 54. Datum 7

Interlanguage	Standard English	First language
Sign is can be everything as can be interpreted something signified something.	Sign can be everything as can be interpreted something signified something.	Tanda adalah dapat menjadi semuanya sebagai dapat ditafsirkan sesuatu menandakan sesuatu.

The rules for using verb: Sentences using verbs do not use *auxiliary verbs*. Modal verbs do not change their form. The main verb is always in its base form when used with a verb modal verbs stay in the base form - bare infinitive. The following modal verbs are used to with the present verb tense: can, will, shall, ought to, must, need, may.

From explanation above we know that the presenter use *to be* before modal auxiliary. It is not allowed, because modal auxiliary pattern: s + modal+ v. All the same, in here the participant performance, she used *to be +modal*. It is error of the addition; it may be the presenter combined the two rules in her competence.

Table 55. Datum 8

Interlanguage	Standard English	First language
...Signified is can be divided in two termSign can be divided in two termsTanda dapat dibagi dalam dua buah bagian...

From the utterances above, the writer directly knows that the presenter makes two errors. First is in term of modal auxiliaries error. It also can classify in terms of verb error. In English grammar modal cannot use after *to be*. The standard grammar is *S + modal + verb*. The uses: if you say that you can do something, you mean you have the ability to do it, or you have the knowledge or skill to do it. *Can* cannot use alone but it is need main verb or verb infinitive, modal auxiliaries does not have infinitive or participle form. So, we cannot say in form **to can*. Then the second error is plural error, whereas the participant did omission in the plural marker.

Table 56. Datum 9

Interlanguage	Standard English	First Language
...By using two major theory from semiotic we can see the way how the advertisement maker deliver or we can say advertiser deliver his idea and also promote his product in the advertisement...	...By using two major theories from semiotics, we can see how the advertiser delivers his idea and promotes his product in the advertisement...	...Dengan menggunakan dua teori dari semiotik, kita dapat melihat bagaimana si pembuat berita menyampaikan idenya dan juga mempromosikan produknya didalam sebuah iklan...

The utterance above is global error that an error that can easily recognize. It leads problem in plural error. Here, she omitted plural marker in enumerative phrases (two major theories). It is error in omission.

Then, there is a redundancy words in conveying the idea. The presenter can use *we can see how* instead of *we can see how the way*. Because the meaning are just the same, so it is better to use the exact words rather wordy words.

The error also happened in using verb, because in the sentence *the advertiser* refers to singular person, it should follow with verb + s. and the participant should consistency with the tense that she has uses. If she has already used in the simple present, it should be *see how the advertiser delivers his idea and promotes his product in the advertisement...*

An error also happened in using *and also*. It was caused by the interference and the negative transfer of the first language. In English *also* should accompany with word *but*.

Table 57. Mispronunciation of the Fifth Participant

Words	Standard English	Interlanguage
Introduce	/ɪntrə'dju:s/	/introdu:s/
Data	/'deɪtə 'dɑ:tə 'dætə/	/data/
Translator	/træns'leɪtə:(r)/	/træns'lator/
Theory	/'eɪəri/	/teori/

From the table, the fifth participant only has a few problems with pronunciations. The problems only happen when she pronounces *data*. It is the interference from the Indonesian language.

Table 58. Distributio of the Type Errors of the Fifth Participant

Type	Frequency	Percentage (%)
Omission	9	56.25%
Addition	5	31.25%
Replacement	2	12.50%
Total	16	100%

The Data were taken from nine utterances. From nine utterances, 16 errors had occurred. The type of error that did by the fifth presenter mostly is an omission that is about nine times from 16 errors. Second is an error of addition, which is about five times from 16 errors. The last one is an error of replacement that is about two times from 16 errors.



Graphic 5. Distribution of Type Errors of the Fifth Presenter

From the graph 5, type of omission that omitted by the first presenter is an omission. It is the biggest type of error that the presenter did. The second is replacement. The third is addition.

Table 59. Distribution of Grammatical Errors, Lexical Errors and Pronunciation Errors of the Fifth Participant

Participant	Preposition	Verb	Article	Singular /Plural	Subject Verb Agreement	Tense	Idiomatic Expression	Lexical	Redundancy	Pronunciation	Total
Low anxious Student 2	1	1	0	3	3	4	0	1	3	2	18
	3.70%	3.70%	0%	11.11%	11.11%	14.81%	0%	3.70%	11.11%	7%	100%

The fifth participant is the low anxious students based on the FLCAS. From the investigation and the analysis above, it can be concluded that the low anxiety students have a good performance. It was showed from the minimal errors in the pronunciations.

From the table above also show that the low anxious student of the fifth participant has problem in tense and redundancy. When she speaks, she uses unnecessary words, or she says something direct with wordy words. It was not wrong but it was not acceptable in seminar speaking presentation. More redundancy will lead to more errors.

3.1.6 The sixth Participant based On the FLCAS

Table 60. Datum 1

Interlanguage	Standard English	First language
...So in this case, the participant are from English department students, they are in the top of language learner...	...So in this case, the participants are English department students, who should be top among language learners...	...Dalam hal ini, pesertanya berasal dari jurusan sastra inggris, mereka berada dia atas puncak belajar diantara pembelajar bahasa lainnya ...

The problem of the utterance above is in subject verb-agreement. It is one of the most common English bloopers for Indonesian learners. The correct way of putting it ...*they are in the top of language learners...* Because the utterance implies that it has many learners who participate in, but the participant referred to singular form *learner*. The participant omitted using the plural marker. The Standard English should be ...*who should be top among language learners...*

The participant also has problem in choosing the right preposition. It should be used *among* instead of the preposition *of*. The participant did error in replacement. The plural of the word *learners* also cause an error of the plural. It also has problem in stating the use of plural marker in words *learners*. The great differences between Indonesian and English language in showing the pluralism, it made learners often omit using *s/es*. It is the negative transfer from the first language.

Table 61. Datum 2

Interlanguage	Standard English	First language
...Interlanguage as we know that in....., it will be seen that there are three part that mostly common taught in interlanguage...	...(Interlanguage)..., it will be seen that there are three parts that are commonly taught in interlanguage...	...interlanguage seperti yang kita ketahui...terdapat tiga bagian yang banyak diajarkan didalam interlanguage...

The problem of the above utterance is subject verb-agreement. *There are is* expletive construction, where the subject follows the verb but still determines the number of the verb. In the utterance, the participant omitted plural marker in *three part*. On the other hand, the participant has problem with the word choice. The participant could directly say, *that are commonly taught* rather than *that mostly common taught*. It made the redundancy and misunderstood of the hearer.

Table 62. Datum 3

Interlanguage	Standard English	First language
...Politeness strategy that divided into four major part by Brown Levinson...	...Politeness strategy is divided into four major parts by Brown Levinson...	...Politeness strategy yang dibagi kedalam empat bagian oleh Brown Levinson...

The utterance above has problem in plural. Here, the participant omitted plural marker in enumerative phrases (*four major parts*). It is error in omission.

Table 63. Datum 4

Interlanguage	Standard English	First language
...This, one sample of email that I already analyses in my preliminary analysis...	...This, one sample of email that I had already analyzed in my preliminary analysis...	...ini salah satu contoh yang telah saya analisis pada preliminary analisis..."

The problem of the utterance above is in using tense and verb. In the utterance, the participant did not use verb past participle. Although the pattern of the utterance is in the past perfect tense. The participant omitted *had* and *ed*, the structure is *S+ had + already + past participle*. However, here the writer used infinitive *verb + s* that uses in the simple present tense. It indicates that the participant overgeneralize the pattern of the target language. It was caused of the English language has complexity of tense structure. Moreover, the rule of English tense different with Indonesian, because in Indonesia does not use tense.

In Indonesia the sequences of tense are indicated by using auxiliary as the substitution of the adverb of time, such as; *Saya sedang belajar sekarang, Saya sedang belajar kemarin, Saya sedang belajar besok*. It is difficult for the second learners of English such Indonesian to learn the tense. Because of the differences in tense, it leads to the negative transfer.

Table 64. Datum 5

Interlanguage	Standard English	First language
...This belong to different in the part of presupposeas as the part of politeness strategies...	...This is the part of politeness strategies...	...ini termasuk kedalam bagian dari politeness strategy...

The participant can make the utterance simpler. The participant has to say something directly and straight to the point in the academic presentation. Therefore, the utterance above is redundancy. It is the interference of the first language.

Table 65. Datum 6

Interlanguage	Standard English	First language
...There are fifteen part of politeness strategies and ten part of negative politeness strategy...	...There are fifteen parts of politeness strategies and ten parts of negative politeness strategy...	...Terdapat 15 bagian dari politeness strategy dan 10 bagian dari

The problem of the utterance above is **subject verb-agreement**. The basic principle singular subject needs singular verbs; plural subjects need plural verb. In the sentences, beginning with *there is* or *there are*, the subject follows the verb. Since there is not the subject, the verb agrees with what follows.

Expletive Construction - A word or phrase that exists in a sentence to fill a role (such as the role of subject) but that does not have a specific meaning on its own. English sentence require subjects in it. In these types of situations where there is no specific subject being referred to, it puts an expletive in, to perform that it needs. Another common expletive construction in English is *there is* or *there are*.

Table 66. Datum 7

Interlanguage	Standard English	First language
...I already analysis there emails here...	...I had already analyzed there emails here...	...Saya telah menganalisa tiga buah email...

From the utterance above, the writer examined, that is problem with main verb. In English, a sentence must have a main verb. In the utterance, the participant omitted using main verb. It is an **error in verb and tense**. It is occurred because in Indonesia language, we do not differentiate using main verb even the adverb of time changes.

Table 67. Mispronunciation of the Sixth Presenter

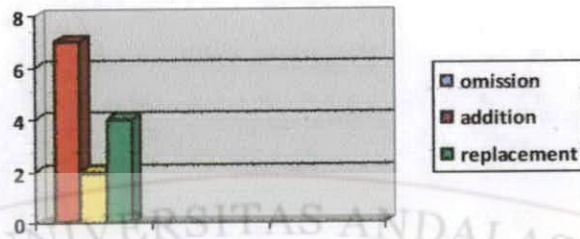
Words	Standard English	Interlanguage
Comprehension	/kɒmprɪˈhenʃən/	/kɒmpre'hension/
Avoid	/ə'vɔɪd/	/a'voɪd/
Sample	'sɪmpl 'sæmpl	/sampe/
Data	/'deɪtə /	/data/

From the table above, there is the interference from the mother tongue in words *sample* and *data*. Because of these words are exist in Indonesian. When the presenter said these words, others or native still understand what her mean and it is still communicative language, but it does not fulfill the standard of English pronunciations.

Table 68. Distribution of Type of Errors of the Sixth Participant

Type	Frequency	Percentage (%)
Omission	7	53.85%
Addition	2	15.38%
Replacement	4	30.77%
Total	13	100%

The data were taken from seven utterances. From seven utterances, 13 errors had occurred. The type of error that did by the first presenter mostly is an omission that is about seven times from 13 errors. Second is an error of replacement, which is about four times from 13 errors. The last one is an error of addition that is about two times from 13 errors.



Graphic 5. Distribution of Type Errors of Sixth Participant

From the graph 5, it is the biggest type of error that the presenter did is an omission. The second is a replacement. The third is addition.

Table 69. Distribution of Grammatical Errors, Lexical Errors and Pronunciation Errors of the Sixth Participant

Participant	Preposition	Verb	Article	Singular /Plural	Subject Verb Agreement	Tense	Idiomatic Expression	Lexical	Redudancy	Pronunciation	Total
Low anxious Student 3	1	2	-	3	3	2	-	1	1	4	17
	5.56%	11.11%	0%	13.67%	13.67%	11.11%	0%	5.56%	5.56%	27.78%	100%

Table distribution of errors above shows the percentage of grammatical errors, lexical errors and pronunciation error s that made by the sixth presenters. From the third low anxious students, it showed that pronunciation becomes the biggest score. It is an obstacle for learning English as second language. It was influenced by the interference and the negative transfer of the first language.

Table 70. Distribution of the Lerner's Errors based on the FLCAS

Student Based on FLCAS	Preposition	Verb	Article	Singular/Plural	Subject Verb Agreement	Tense	Idiomatic Expression	Lexical	Redudancy	Pronunciation	Total
High anxious student 1	3	4	5	8	3	2	0	2	1	11	39
	7.5%	10%	12.5%	20%	7.5%	5%	0%	5%	2.5%	28%	100%
High anxious student 2	3	4	1	0	2	0%	0	6	1	2	19
	15.80%	21%	5.26%	0%	10.53%	0%	0%	31.58%	5.26%	11%	100%
High anxious student 3	2	2	4	2	2	0%	0	3	1	8	24
	8.30%	8%	16.67%	8%	8.30%	0%	0%	12.50%	4.17%	33%	100%
Low anxious student 1	2	5	0	2	1	4	3	7	9	2	35
	5.71%	14.28%	0	5.71%	2.86%	11.43%	8.57%	20%	25.71%	6%	100%
Low anxious student 2	1	1	0	3	3	4	0	1	3	11	27
	3.70%	3.70%	0%	11.11%	11.11%	14.81%	0%	3.70%	11.11%	41%	100%
Low anxious student 3	1	2	0	3	3	2	0	1	1	5	18
	5.56%	11.11%	0%	13.67%	13.67%	11.11%	0%	5.56%	5.56%	27.78%	100%
Total	12	18	10	18	14	12	3	20	16	39	162



3.2 Most common errors

3.2.1 Lexical

One of the main problems in the process of learning and speaking English as a foreign language may be attributed to lexical constraint. Problems exist because when the Indonesian learners of English literally translated what they mean from Indonesia into English language. The differences in lexical structure between English and Indonesian are predicted to be the main cause of difficulties for EFL learners. The learners get the negative transfer from the first language (Indonesian language). It is obvious that the function of grammar in conveying meaning is not only at sentence level, but also at phrase level. But sometimes learners translated word to word, so when they are speaking, they don't use an appropriate lexical.

It seems universally acknowledged in all languages that words often co-occur with other word(s) in units. However, they are not always freely combined nor individually analyzable. Their co-occurrences are adhered to some grammatical principles. The English prepositional phrase, at the moment, for example, is subject to grammatical choice of the preposition at rather than other random prepositions like on or in.

3.2.2 Redundancy

The second common problems for English department learners in the fourth years are redundancy. Redundancy means superfluity, using words unnecessarily, or

using words for a second time. *Redundancy* is sort of phenomena in using language in written or oral form. The purpose of redundancy is to give stress or to make clearer. It is the degree to which an expression contains more information than is needed for it to be understood. Redundant words or phrase expresses the same meaning within the same sentence.

Meanwhile, the learners in the context of academic speaking such as in the seminar presentation should speak directly and to the point. Academic speaking is similar in many ways to academic writing: it is linear, it is explicit, it has one central point and it is presented in standard language. Academic spoken style is also similar in many ways in that it is formal, explicit, hedged, and responsible. However, it is less complex and objective than written language. Redundancy should be less, because academic speaking should be formal. In general, this means that when you are speaking you should avoid colloquial words and expressions.

So when the learners want to give emphasize or describe more about something, they can use another words, because if the learners give the same words, it is just leading to redundancy and leading to error.

32.3 Singular and plural form

The first idea to be discussed in this paper lies on the idea of plural. Plural here refers to the form of a noun or a verb that refers to more than one person or

thing. English expresses plural implicitly by creating patterns how to use *-s* and *-es*. Indonesian on the other hand expresses plural explicitly. No definite rules how to create a plural form of a word except by reduplicating it, e.g *rumah-rumah*, *mobil-mobil*.

Table 70. The idea of plural can be clearly seen through the following examples:

Indonesian	English
Kucing itu binatang	A cat is an animal
Cats are animal	
Cat is animal	
Lumba-lumba itu ikan atau mamalia?	Is a dolphin fish or mammal?
Are dolphins fish or mammal?	
Is dolphin fish or mammal?	
Tukang pos selalu membawa surat	A postman always brings letters
Postmen always bring letters	
Postman always bring letters	
Hewan peliharaan membutuhkan perhatian	A pet needs care
Pets need care	
Pet need care	

A possible reason for the failure to construct plural noun forms probably because in Indonesian, there is no plural marker for a noun like in English structures. In English, generally, to show pluralism is by adding letter of *s* or *es* in the end of the base word.

From the example above, we can see that in English, the ideas of plural are expressed in many ways. A final *-s* or *-es* is added to a noun to make a noun plural. Sometimes, the changing *a (man)* to *e (men)* is also needed to indicate plural. A final

–s or –es is added to a verb I when the subject is a singular noun (*a cat, a dolphin, a pet*) or a third a person singular pronoun (*she, he, it*)

The tendency of repeating the base word would show the wasting in letter using compare with modify the base word such as pattern of English. The repeating words in Indonesian not only to show pluralism, but also to state the words that like the base word. Such as; *anak-anakan, orang-orangan*. To state that work is doing repeatedly or sometimes, such as *meloncat-loncat, menyebut-nyebut.*, to state the intensity meaning such as; *cepat-cepat, baik-baik*.

Because the form of pluralism in Indonesian is very different from English, this is why the English department students are in final year of the study still commit some errors. Moreover, from the data percentage English learners of the fourth year of the Andalas university ignore the restriction of the English rule. Almost all the learners do omission of using *s/es* to show pluralism. It is because of the over generalization of the rule in the learners competence.

3.2. 4 Subject-Verb Agreement

Indonesian does not mark subjects-verbs by changing something, so when Indonesian learners study English, they are easy to forget about the pattern. After all, it doesn't really make much difference to the meaning of what learners say; it just sounds, well, silly to an English speaker — like some poor English speaker trying to cope with tone in Mandarin and getting it wrong, except actually less serious than

that. On the other hand, just as a French native speaker hears someone who do not differentiate female and masculine noun when they are speaking. It sounds silly for them.

It is not such a problem when learners speak in past tense. However, the learners have difficulties when they speak in the present tense. Indonesians have difficulties in learning subject-verb agreement; it will be different for French, German, or any other European language. They are more aware of subject-verb agreement because European languages mark agreement much more and complicated than English has.

Even native speakers of English have trouble with subject-verb agreement under certain circumstances; in a long sentence, for example, you may have a number of words in between the subject and the verb: it is easy to lose track and forget to make the subject and verb agree (Neil, 2006). For example, there are some words, especially ones that stand for groups (like *the team*), where your choice is not easy. Should it be *the team is* or *the team are*? Well, that depends on whether you are thinking of “the team” as a single unit (*is*) or as many individuals (*are*).

3.2.5 Tense and verb

Wrong application of verb can be seen when the presenter did not apply the correct tense to the verb in the sentences. It can be assumed that some of the presenters are not aware of the different rules for tense application. Verb: problems in

sequencing tenses usually occur with the perfect tenses, all of which are formed by adding an auxiliary or auxiliaries to the past participle, the third principal part.

Bahasa Indonesia does not have tenses as such, and a simplified method of talking about different points in time is often attempted in English (for example, **yesterday I go*). The concept of tenses, especially the more complex perfect tenses, is often difficult to grasp for Indonesian students. Similarly, Indonesian English students often have trouble creating sentences with correct word order, again caused by the word order patterns in their first language (for example, **the tree big*). Finally, most Indonesian words are spelled phonetically, creating problems with learning the inconsistent, almost random way in which many English words are spelled

3.3 The Causes of the Errors

After analyzing the errors done by the fourth year students in the English department of the Andalas University, it was found, there were three general causes of errors;

1. Interference

The system of first language or the mother tongue of the learners interfere the learning process of the second language, in term of , preposition, verb, article, singular/plural, subject-verb agreement, tense, idiomatic expression, lexical, redundancy, and pronunciation.

2. The complexity of the English language itself

There are some rules that learners do not learn in the Indonesian language. Such as, the subject verb-agreement, and Indonesia learners do not know the complexity of the tense and verb in English, etc. when the learners find some rules, they do omission and overgeneralization the rule, because they not find the similar pattern in Indonesian.

3. Lack of mastery of the English grammar and vocabularies

English language has a great amount of vocabulary, so when the learners do not know the synonyms of a word, they tend to repeat using the same words and it is leading to redundancy. Because of the lack of English vocabulary, so the learners also deal with lexical errors.

However, when trying to solve error problems, as second language learners need to bear in mind that. It is a quotation that writer takes from; (Cook, 1999).

“L2 users’ knowledge of a second language is not the same as that of native speakers even at advanced levels. L2 users’ knowledge of their first language (L1) is not the same as that of monolingual native speakers. L2 users think in different ways to monolinguals. ... Trying to get students to be like native speakers is ineffective; their minds and their knowledge of language will inevitably be different. The benefits of learning a second language are becoming a different kind of person, not just adding another language. The main obstacle to setting the successful L2 user as the goal is the belief that the native speaker speaks the true form of English. This implies the comparison of one group with another: the language of non-natives has always to be compared with that of natives; anything that deviates is wrong. For other areas of language study, William Labov established that it is discrimination to treat one group in terms of another group that they can never belong to, whether women as men, black Americans as white Americans, or working-class as

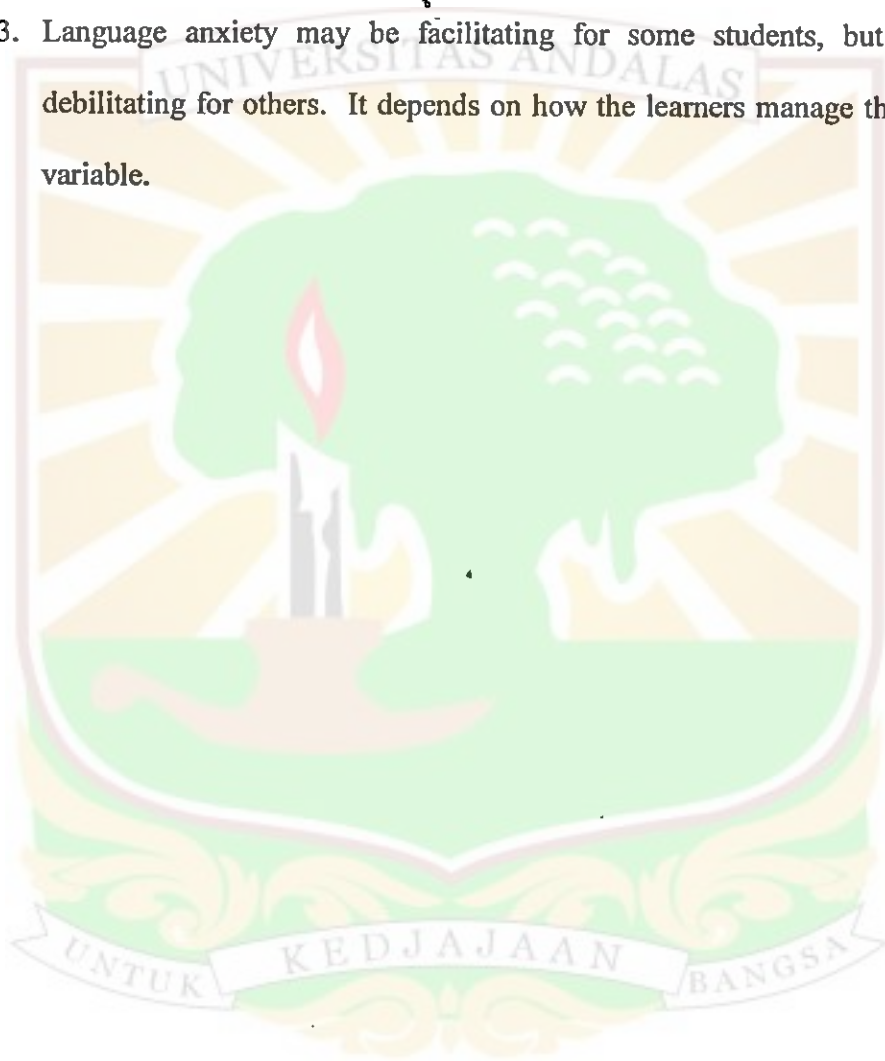
middle-class. People must be allowed to be what they are when this is an unchangeable effect of birth or of early up-bringing.

An appropriate goal for many students is then using the L2 competently for their own purposes and in their own ways, which may very well not be the same as those of a monolingual native speaker and indeed may not involve native speakers at all. Students can become successful L2 users rather than forever 'failing' the native speaker target"

3.4 Findings

1. After analyzing the data, it was found that there are overall significant differences between high anxiety students and low anxiety students in committing error of; Preposition, verb, article, singular/plural, subject verb agreement, tense, idiomatic expression, lexical, redundancy, pronunciation. Every learner has different and typical characteristic of patterns when they are committing errors. However, the language anxiety becomes an affective variable when learning English language. The higher anxiety of students, the first presenter, may have a good mental grammar but they are dealing with pronunciation while speaking, it is the negative effects of the language anxiety. However, language anxiety can give positive effect, such as the second presenter, although she/he got high anxiety scale, but she/he can control the errors in pronunciation while speaking.

2. This study attempted to identify, describe, categorize, and diagnose the errors in English speaking of the Indonesian students. Most of the errors are caused by an over-generalization of L2.
3. Language anxiety may be facilitating for some students, but it can be debilitating for others. It depends on how the learners manage this affective variable.



CHAPTER IV

CONCLUSION

4.1 Conclusion

After conducting the research by following the procedures such; distributing FLCAS questionnaire, choosing the participant based on the FLCAS, recording the participant when speaking in the seminar, transcribing the seminar video as the data, and then analyzing the transcription data. The data were collected by identifying errors and categorizing, then describing in the analysis. Finally, some findings were presented. Error analysis was the investigation of the second language to get valuable insight and understanding, by knowing them actually will help learners to improve their second language learning when they can self correct the errors they make.

There some patterns of errors done by the participants, they are preposition, verb, article, singular/plural, subject-verb agreement, tense, idiomatic expression, lexical, redundancy, and pronunciation. In getting the error patterns, the writer compare between the interlanguage and the standard of English that had checked by the native lecture. Between the high anxious learners and the low anxious learners have their own patterns of the errors that are really contrasted each other. For low anxious students have less difficulty in pronunciations than the high anxious students do. For the low anxious students have more redundancy than the high anxious students do. The errors pattern that made by the fourth years English department

students are systematic and typically characteristic based on the learners itself. . Each learner tends to have the repeatable errors, such as; the first presenter always omits using of the *s/es* to identify the plural marker. She/he tends to ignore the rule, but the others learner not do so.

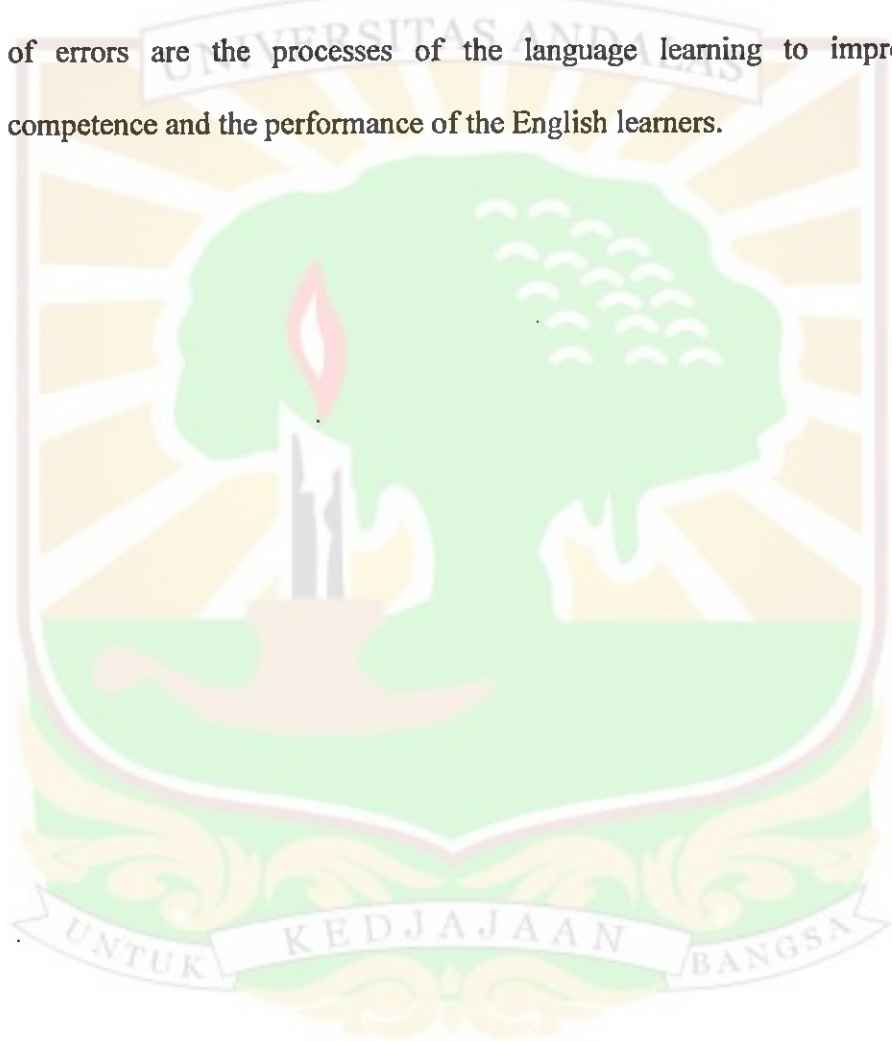
The general causes of the error analysis both the high anxious students and the low anxious students are interference of the first language or the mother tongue, the complexity of the English language itself, lack of mastery of the English grammar and vocabularies. These cause directly affected to the language learners in learning English language.

4.2 Suggestions

1. From the questioner that the writer had given to the participants of English department, the English department students to cope with the anxiety apply some strategies. The strategy used by students, first, when they are speaking in fronts of the others, they thought that was a friendly informal chat. Secondly, the English learners in English department actively encourage them self to take risks in language learning, such as guessing meaning or trying to speak, even though they make some errors. Thirdly, the learners use positive self-talk e.g. I can do it, it does not matter if I make wrong, and others do. And the last, they use relaxation techniques e.g. deep breathing, consciously speaking more slowly, etc. some strategies applied by the fourth year students

when they experienced in language learning will help others to improve their learning performance.

2. Because every learners errors have typical characteristics and unique, the learners should not be worried when they make errors while learning. Because of errors are the processes of the language learning to improve the competence and the performance of the English learners.



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Talk to friends	0	1-2	3-4	5-6
Talk to tourist	0	1-2	3-4	5-6
Talk to family members	0	1-2	3-4	5-6

Have you ever been to an English speaking country (UK, Canada, USA, Australia, etc)

Yes No

If yes, how long you were there?

What did you do there?

• Foreign Language Class Anxiety Scale

Directions: This instrument is composed of 33 statements concerning your feelings about language anxiety. This instrument is composed of 33 statements indicative of English language anxiety. Please indicate after the statement the degree which each statement applies to you by marking whether you (SA) Strongly Agree, (A) Agree, (N) Neither Agree nor Disagree, (D) Disagree, or (S) Strongly Disagree with each statement. There are no rights or wrong answers. Many of the statements are similar to other statements.

SA * A N D S

- I never feel quite sure of myself when I am speaking in my English language class.
- I don't worry making mistakes in English class.
- I tremble when I know that I'm going to be called on in language class.
- It frightens me when I don't understand what the lecture is saying in English language.
- It wouldn't bother me at all to take more or other foreign language class, such as France class.

- During English class, I find myself thinking about things that have nothing to do with the study.
- I keep thinking that the other students are better at English language than I am.
- I am usually at ease during test in using English language.
- I start to panic when I have to speak without preparation using English language in class.
- I worry about the consequences of failing in English language test.
- I don't understand why some people get so upset over English language class.
- In language class, I can get so nervous I forget things I know.
- It embarrasses me to volunteer answers in English in the class.
- I would not be nervous speaking English with native speakers.
- I get upset when I don't understand what the lecturer is correcting
- Even if I am well prepared for English presentation in class, I feel anxious about it.
- I often feel not going to my class, if I have to do presentation in English in my class.
- I feel confident when I speak in English language.
- I am afraid when I am talking in English that my lecturer is ready to correct every mistake I make.
- I can feel my heart pounding when I'm going to be called on in language class.
- The more I study for English test, the more confused I get.
- I don't feel pressure to prepare very well for English class.

- I always feel that the other students speak English better than I do.
- I feel very self-conscious about speaking English in front of other student.
- Class using English moves so quickly I worry about getting left behind.
- I feel more tense in class that using English than class not using English.
- I get nervous and confused when I am speaking English in the class.
- When I'm on my way to the class that use English, I feel very sure and relaxed.
- I get nervous when I don't understand every word the English lecture says.
- I feel overwhelmed by the number of rules you have to learn to speak English.
- I am afraid that the other students will laugh at me when I have to speak in English.
- I would probably feel comfortable around native speakers of English.
- I get nervous when the lecturer asks questions which I haven't prepared in advanced

Source: adopted from FLCAS in

Horwitz, E.K, Horwitz, M.B, & Cope, J.A. (1986) '*Foreign Language Classroom Anxiety*' the Modern Language Journal, Vol.70 (2), pp. 125-132

• **Strategies To Cope With Language Anxiety**

Please circle the strategies below that you use to cope with language anxiety honestly and carefully. As the result will be used to better understanding how to cope language anxiety.

The strategies were:

- Use positive self-talk (e.g. I can do it; it doesn't matter if I make mistakes; others make mistakes)
- Actively encourage myself to take risks in language learning, such as guessing meaning or trying to speak, even though I make some mistakes
- Imagine that when I am speaking in front of others, it just a friendly informal chat
- Tell myself when I speak that it won't be take a long
- Give myself a reward or treat when I do well
- Be aware of physical signs of stress that might affect my language learning
- Write down my feelings in a day or notebook
- Share my worries with other students
- Let my tutor know that I am anxious
- Use relaxation techniques e.g. deep breathing, consciously speaking more slowly, etc.
- other

Source: Hauck and Hurd (2005), Accessed From,

http://www.eurodl.org/materials/contrib./2005/Mirjam_Hauck.htm

