**SPOKEN INTERLANGUAGE AND ERRORS IN CONVEYING ENGLISH PRESENTATION OF GRADUATE STUDENTS AT STATE UNIVERSITY OF MAKASSAR**

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**ABSTRACT**

This research highlights the spoken interlanguage and errors from 6 presenters in conveying English presentation of graduate students at State University of Makassar.It focused on the students of English Department who presented research seminar proposal and finding. This research aimed to find out the types of interlanguage, to find out the types of errors, and to explain the most dominant between interlanguage and errors and to find out the affects of interlanguage and errors. The research employs case study in the context of qualitative research. The instrument of data collection used were audio recorder and transcription. This research used theory of rod ellis, richard, and gas & selinker to analyze the data. The result of this research showed that the amount interlanguage were produced by six presenters are 9 uttered which are divided into three types, they are: native language transfer got (22.3%) overgeneralization (44.4%), and simplification got (33.3%). Then, the result of errors produced by the six presenters are uttered which are divided into five types, speech errors got (22.64%) grammatical errors (37.73%) pronunciation errors (18.87%) morphological errors (9.44%) and other errors got (11.32%). Therefore, the result showed that the more dominant of interlanguage and errors produced by graduate students in conveying English presentation is errors.

**Keywords:** Spoken Interlanguage, Errors, and English Presentation.

1. **INTRODUCTION**

Interlanguage and errors have related each others in second language acquisition and target language learners, but both of them are definitely different meaning, types and explanations. According to Selinker (1972) interlanguage refers to the systematic knowledge of an L2 which is independent of both these learner’s L1 and the target language. The term has come to be used with different but related meanings: (1) to refer to the series of interlocking systems which characterize acquisition, (2) to refer to the system that is observed at a single stage of development an interlanguage, and (3) to refer to particular L1/L2 combinations. By understanding the explanation before, the process of Interlanguage occurs because students learning a new language from their native language (mother tongue) to the target language.

Selinker (1992) citied in Elis (1994) there are some types of spoken interlanguage in the context of the learning strategies. They are: language

transfer, overgeneralization and simplification process. Language transfers involve items and rules in learner versions of target languages ​​that can be directly traced to characteristics of the original language. It can be divided into two they are positive and negative language transfer. Positive transfer is the process how the students utterance the language which is appropriate with the rule of the language, in the contrary, negative transfer is a process of conveying the language which is not suitable with the rule of the language it self. Then, overgeneralization is the process how the learner takes the last option to an L2 rule in situations in which a native speaker would not. The students are generalize the sentence which is not unnecessary needed in the sentence.

In other sides, errors are the systematic processed that the people do when utterance, write, and read something which the students do not know what is correct. errors refers to the process of learning the language. So, it occurs because the consistency of the people to make a mistake. In addition, there are some reasons why the researcher conducting this research. The first is in language acquisition, the students have different native languages or first language in learning the target language based on theirs needs and interest. The second is the researcher will find the way how the students make errors and interlanguages based the types of spoken errors and interlanguage system in conveying English presentation and also the researchers wants to find out the affects when the students make the interlanguage or errors. The fourth is every students are different gender, background, dialect, and ethnic group. So those different characteristics are interested for the researcher wants to find out who is the dominant one when uttering between interlanguage and errors based on their different characteristics previously.

1. To find out the types of spoken interlanguage that made by the graduate students of State University of Makassar in conveying English presentation.
2. To find out the types of spoken errors made by the graduate students of State University of Makassar in conveying seminar presentation.
3. To find out, which is most dominant of the affects of spoken interlanguage and errors made by the graduate students at University of Makassar in conveying English presentation?
4. To find out the affects of spoken interlanguage and errors made by the graduate students of State University of Makassar in conveying English presentation.
5. **REVIEW OF LITERATURE**

Hidayat (2010) conducted a research on Speech Error in the 2008 U.S. Presidental Debate. He found the result of the study shows that there are 11 speech errors, there are silent pause, filled pause, repeats, false start, false start (retraced), correction, interjections, stutters, selection error, blends, and anticipation. The sources that cause speech errors are planning difficulty, those are cognitive, anxiety and social reason.

Fadhila (2013) conducted a research on Error in Speaking English Made by Students of English Department of Muhammadiyah University of Surakarta. The result of the study divides the errors into three classification, they are speech error, lexical error and grammatical error. The source of speech error are cognitive and psychological reason, the sources of lexical and grammatical error are interlingual and intralingual transfer.

Minoo Alemifrom (2014) conducted a research Rating EFL Learners’ Interlanguage Pragmatic Competence by non native English Speaking Teachers. The researcher basically focused on finding the criteria that Iranian EFL teachers consider when rating compliment responses produced by Iranian EFL learners. The results of the study showed that overall the Iranian teachers considered seven macro criteria when rating EFL learners’ pragmatic productions. The findings have implications for the assessments of interlanguage pragmatics and revealed variation in the criteria that raters use in evaluating appropriateness.

Based on the previous studies above, the researcher observed and find out the differences between spoken of interlanguage and spoken errors. In one side, the researcher observed and found the types of interlanguage and errors, the most dominant of types interlanguage and errors, and the affects of spoken interlanguage and errors made by graduate students of State University of Makassar.

1. **METHOD**

The researcher employed descriptive qualitative research in the context of case study which is to gain various spoken interlanguage and errors in the context of conveying proposal/finding seminar of graduate students at state university of Makassar.The population of this study is all graduate students of English Department at State University of Makassar 2017-2018 academic year. The researcher focused on English proposal and finding presentation of graduate students English program 2017/2018 Academic year.

The researcher took all of the participants from March until middle of April.The researcher used random sampling as a technique to determine the sample of this research which is students who have criterion to produce the interlanguage and error to be selected as a sample In conducting the research, the researcher actively gathered information related to the topic of research through direct observation. Firstly the researcher have recorded the students performance and uttered particularly in proposal and finding seminar, secondly, the researcher collected the audio by using audio camera

In analyzing the data, the researcher used discourse analysis particularly of spoken discourse. The researcher identified spoken interlanguge and students’ error, by collecting, identifying, classifying, quantifying, analyzing and evaluating them by using various researchers theories on error analysis which is carried out by Elis (1997:15-20), Gas & Selinker (2001:67-79), Hubbard et al. (1996:135-141), and Huang (2002:67 as quoted by Chen 2006:6)

**4. FINDINGS AND DISCUSSION**

The finding of this research The findings of this research consist of the data obtained through observation (audio recording). The main point of this section is describing types of spoken interlanguage, types of spoken errors , to find out which is the most dominant between spoken interlanguage and error, the last is to explain the affects of spoken interlanguage and spoken errors. In addition, the research showed the findings by giving example extract for every phase of the presentation. The extracts were displayed for different activities

**Table 3.1 types of Spoken Interlanguage**

|  |  |  |
| --- | --- | --- |
| **No** | **Types of Interlanguage** | **N** |
| **Language Transfer** | | **22.3%** |
|  | Mother Tongue Switch | 2 |
| **Overgeneralization** | | **44.4%** |
|  | The use of definite article | 2 |
|  | The use of double verb | 1 |
|  | The use of pronoun | 1 |
| **Simplification** | | **33.3%** |
|  | Omission be | 3 |
|  | Omission a possessive pronoun | No found |
| **Total** | | **9** |

1. **Language Transfer**

**a. Extract Mother tongue (L1) switching**

***a.***(**RHN1st speaker**) EFL teachers at Sub District Anggeraja was teacher 1 at SMKN Enrekang and the lowest was teacher 7 at SMA *Empat puluh lima Unggulan* Sossok.”

**b.** (**HRN 5th speakers**) participant of the research are the students of at class *Sebelas IPA of SMA negeri 7 soppeng.”.*

(**See appendix of comment 1 and 2)**

Based on the two example above, the first speaker (RHN) and also the fifth speakers (HRN) tried to combine two languages which are Indonesia and English language. Therefore, it indicates that they were switched between their first language (L1) In uttering the target language (l2).

**2. Overgeneralization**

Based on the finding, the researcher classifies the type of overgeneralization into several categories as follows:

**a) Extract (of the use of articles a, the)**

In this types of interlanguage the speakers are generalized the sentences by using kind of the articles which was not necessarily indeed.

1. (**HRN5th speakers)** I will explain about chapter one part a is **“*a”***background.
2. **(HRN5th speakers)** when the teacher ask them to answer or give the correct answer about the question this is ***“the”*** student did not answer they just silent here.

**(See appendix of comment 3 and 4)**

The fifth speakers is ( HRN). She uttered “I will explain about chapter one part a is “*a”* background. This sentence also indicates as overgeneralization form. Because she is instantly add the types of article *a* which is unnecessarily used. Also, ( HRN) mention a sentence “when the teacher ask them to answer or give the correct answer about the question “*this is the*” student did not answer they just silent here. In this case, the sentence sounds unclearly caused by adding the article “this is the”. It should be, “*when the teacher ask them to answer or give the correct answers about the question, those students did not answer and they just silent here.* Furthermore the example can be seen in appendix [ comment 3 and 4]

**b. Extract (The use of double Verb**

(**HRN:5th speakers)**: In chapter one introduction, **“*this is include”*** that background, problem statement, objective, significance and scope of the research.**(See appendix of comment 5)**

Based on the analysis, the fifth speakers (HRN) produced a sentence: *“*In chapter one introduction, “*this is include”* that background, problem statement, objective, significance and scope of the research. This sentence indicates that the speaker are produced two verbs directly together. So the sentence was being unstructured. The formula in arranging the sentence should be suitable of the rules. therefore, she must be said “In chapter one introduction, *these includes:* background, problem statement objective, significance and scope of the research.

**c. Extract** (**The use of unsuitable pronoun)**

( **HRN: 5th speakers**) Some of the students, when **“*them”*** interaction with their teacher.

(**See appendix of comment 6)**

Based on the extract above, we can see that the fifth speakers (HRN) uttered the word “some of the students, when *them* interaction with their teacher.” It indicates that she was made an interlanguage mismatch pronoun of *them* which is should be changed become “they”. So, it instead of “some of the students when *they interact* with their teachers.

**3. Simplification**

1. **Extract (Omission of verb)**

(**RHN: 1st speaker):** The participant......given the following instructions before beginning to score their teachers’ performance.

**(AZI :2nd speakers)** :The first chapter.........about introduction.

**(KTN: 3rd speakers):** the first chapter.......... background, problem statement, objective of the research, significant of the research, and scope of the research

**(See appendix of comment 7, 8 and 9)**

From the result above, there are three speakers who were uttered the sentence without placing to be then they were simplified the sentence become incompletely. The first is (RHN) as the first speaker. She produced “*The participant.....given the following instructions before beginning to score their teachers’ performance.* It shows that the speaker tried to simplify the sentence become more simplistic sentence by omitting to be after the subject of “the participant”..... Therefore, the speaker has to put or add to be “was”. So it will be “*The participant*“ w*as” given the following instructions before beginning to score their teachers’ performance*. By adding to be on the sentence, it will be a complete sentence. Next it comes from the second speakers (AZI) she produce a sentence “*The first chapter.......about introduction*. The speakers also simplified the sentence without putting or omitting the to be. It should be she said “The first chapter *is* about introduction.” Therefore the sentence will become more completely.

Then, the third speakers is (KTN) she produced a sentence “*the first chapter.....background, problem statement, objective of the research, significant of the research, and scope of the research*. The speaker did not produce the to be between the subject of “the chapter..... it should be the speaker adds to be “are”. Therefore the sentence will be “the first chapter *“are”* background, problem statement, objective of the research, significant of the research, and scope of the research.”

1. **Extract(The use of possessive pronoun)**

In free morpheme, {-S} it has some functions, one of them is as the possessive pronoun mark. for instance: *Awal’s book* ( buku milik awal ) and *Firman’s house* (rumah milik Firman). These indicates that the students who is often using this simplicity process on their writing. Unfortunately, In this types of interlanguage, researcher did not found any words of possessive pronoun which uttered overall of the speakers.

**3.2 Table of Spoken Errors**

|  |  |  |
| --- | --- | --- |
| **No** | **Types of Errors** | **N** |
| **Speech errors = 12** | | **22.64%** |
|  | Filled pause | 5 |
|  | Repeats | 6 |
|  | Silent Pause | 1 |
| **Grammatical Errors = 20 37.73%** | | |
|  | Tenses | 3 |
|  | The use of preposition | 4 |
|  | The use of conjunctions | 2 |
|  | Determiner used | 3 |
|  | Modal auxiliary verb | 3 |
|  | The use of verb | 3 |
|  | Passive voice | 2 |
| **Pronunciation Errors= 10** | | **18.87%** |
|  | Speech sound | 10 |
| **Morphological Error = 5** | | **9.44%** |
|  | Omission Bound Morpheme {s) | 5 |
| **Other Errors =6 11.32%** | | |
|  | The use of double subject | 3 |
|  | Inversion | 3 |
|  | **Total** | **53** |

1. **Speech Error**

Speech error is produced by native speaker or non-native speaker. In this research, the speakers are non-native speaker.

1. **Filled pause**

Filled pause means a gap filled by speech sound *ah, er, uh,* *aa, mm*. It occurs when the speaker tries to find the next word when they speak. In this case, the speaker produces unintended sound, usually the speakers do not realize that they produce that sound. This is a sentence of filled pause found in English presentation. The first speaker

(RHN) said “Assalamualaikum Warahmatullahi wabarakatuh *,aa* the honorable the supervisors.” [comment 10 ] The second speakers (AZI) uttered “thanks ***aa*** my honorable advisor pak Kisman Salija!.”[ Comment 11 ]. The third speakers *(KTN)* produced “We are going to the background of the research. *Eeee* in Indonesia.”. [Comment 12] The fourth speakers(AWL) said *“*the data will use *aa* miles and Huberman*.*(Comment 13 *)”*and the fifth speakers “I will explain about my  *aa* research seminar proposal.” [Comment 14 ] furthermore, the examples can be seen in appendix.

1. **Repeat**

The first speaker (RHN) produced “*It consists of 20 positive statements aa consist of 20 positive statements****.”*** [Comment 15] in appendix ***.*** The second speakers (AZI) conveyed *“a need analysis of Engineering a need analysis of English material.”*[ Comment 16] in appendix. The third speakers (KTN) “*The first chapter consist of e the first chapter is introduction*. [Comment 17].

**c) Silent Paused**

The first speaker (HRN) the speaker stops and keeps silent for a few minutes. Then the speaker completes the sentence by saying ***when*** *the teacher give a group work, the students some of the student* ***did not interaction*** *with their peer but they just busy by doing themselves*. **(Comment 21)**

**2) Grammatical Errors**

**Extract 1 (Tenses)**

1. (**AZI 2nd speakers)**: This research ....conduct to identify the students perception
2. (**AZI 2nd speakers)**: The researcher [will distributing]/ distribute questionnaire.
3. **(HRN 5th speakers)** : This research explain about the students aa self efficacy when they [interaction with] their teacher, their peer and their learning materials. **(See appendix of comment 22, 23,and 24)**

In relating the extract previously, the second speakers [AZI] conveyed a sentence ‘*This research… conduct to the students’ perception* ‘the sentence did not use a additional to be in producing the sentence. So, it should be there is a auxiliary verb of the sentence must be in the past form. Therefore the sentence instead of “*This research [was] conducted to identify the students’ perception*.’ Also the next sentence she uttered“the researcher *[will distributing]/* distribute questionnaire*.* It is incorrect sentence. It should be in form of simple progressive tense which is *the researcher [will distribute] questionnaire*.

While the fifth speakers (HRN) uttered a sentence “This research explain about the students aa self efficacy when *they [interaction with]* their teacher, their peer and their learning materials*.* it indicated that the prepositional phrase of the word of her produce is not suitable*.* It should be“ when interact to *their* teachers, peers and their learning materials.”. Those errors occurs because the difference of Indonesian language and English pattern. In Indonesian rule, there is no tenses. So, the pattern of the sentence does not change the verb. While, verb formation of English based on context of the sentence. It can be indicated that the presenters had tenses grammatical errors particularly in tenses.

**Extract 2 ( Preposition)**

**(AZI 2nd speakers):**According to Wello and Dollah *at* [in] 2008…..

**(HRN 5th speakers)** : I would like to thanks [for come today].

**(HRN 5th speakers)** :All of audiences [for come] to this class

**(MSD 6th speakers)** : Reading is one of the skill in English that has to be master *of* [by] the students

**(See appendix of comment 25,26,27, and 28)**

The presenter (AZ) was difficult in selecting appropriate prepositions when she said *‘According to Wello and Dollah [at] 2008…’* So, the proper preposition that can be accompanied by the name of the year is ‘in,’ the right sentence is ‘According to Wello and Dollah [in] 2008…..’then , (HRN) said I would like to thanks [for come ] today. It should be I would like to thanks [for coming ] today. Besides, the sentence of All of audiences *[for come]* to this class. Also it should be All of audiences *[for coming]* to this class.. Furthermore the [MSD] conveyed that reading is one of the skill in English that has to be master [*of*] the students. It should be Reading is one of the skills in English that has be master [by] the students.

**Extract 3 (Conjunction)**

**(HRN 5th speakers)** : Communicative between the teacher and the students in teaching and learning process *[but and ]* in EFL classroom situation

(**MSD 6th speakers)**: The teacher (non conjunction) the students will be more motivated in following in every single theme or topic in reading particularly.

**(See appendix of comment 29 and 30)**

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Based on the two of extract above, firstly it derived from the fifth speakers (HRN) She uttered a sentence “Communicative between the teacher and the students in teaching and learning process *[but and ]* in EFL classroom situation. “In this sentence, it indicates that there are double conjunctions of this sentence. The speaker must not be settled both of these two conjunctions. The sentence does not need a conjunction. Furthermore, the sixth speakers (MSD) explained “the teacher *(non conjunction)* the students will be more motivated in following in every single theme or topic in reading particularly. I have conclude that the sentence has no conjunction between words of between teacher the student. It should be added “and” between both of these two words. In order that, the sentence will be “the teacher *and* the students will be more motivated in following in every single theme or topic in reading particularly.”

**Extract 4 (Determiner Use)**

**(AZI 2nd speakers)**: I use questionnaire adopted from Makkay as a [an] instrument of the research.

(**KTN 3rd speakers)**, the study will have contribution to all of an [the] overview about the understanding of curriculum.

**(HRN 5th speakers) :**This is [a the] student did not answer they just silent here.

**(See appendix of comment 31, 32, and 33)**

Next, the beginning sound of the word following the indefinite articles ‘a’ and ‘an’ should be considered. The sentence said by (AZ): *‘I use questionnaire adopted from Makkay as [a] instrument of the research.’* The article adding by the presenter not appropriated with the next sound of the word ‘instrument’ (a vowel). The suitable an article is [an]. Also (KTN) produced “the study will have contribution to all of *an* overview about the understanding of curriculum. It indicates the sentence used inappropriate articles in arranging the sentence. Therefore, it should be “the study will have contribution to all of “*the”* overviews about the understanding of curriculum.

Determiner or the articles are used before nouns to make it clear what the noun refers to. The definite article (a, the) indicates that the noun refers to a particular, specific item, whereas the indefinite articles (‘a’ or ‘an’) indicate that the noun refers to a non specific thing. Next the fifth speakers (HRN) began with double article in her produced “This is [a the] student did not answer they just silent here.” It should be *the* students did not answer they just silent.

**Extract 5 (Modals Auxiliary Verb)**

**(KTN 3th speakers)**:The result of this research [will have a potential will have] ( double auxiliary ) teachers a understand.

**(AWL 4th speakers)**: In my research proposal I (miss modal auxiliary) use qualitative and all of the materials.

**(HRN5th speakers)**: The researcher (missing auxiliary verb) will use descriptive qualitative design.

**(See appendix of comment 34, 35 and 36)**

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The grammatical errors of modal auxiliary verb also came to the third speaker (KTN) when she said that *“*The result of this research *[will have a potential will have]* teachers a understand.”. It should be the result of this research [will have a potential to teachers. In this case, the speakers mentioned two times the auxiliary verb. It must be one auxiliary verb in one sentence

Next from the fourth speakers (AWL) he has produced “in my research proposal I (miss modal auxiliary) use qualitative and all of materials.” It should be added the auxiliary verb to complete the sentence in progressive tense. It will be “in my research proposal I *will* use qualitative design.”

**Extract 6 (Verb)**

(**RHN1st speaker**): What things should be *keep* [kept] with more various innovative ways in teaching and learning process at school.

(**AZI 2nd speakers**): The population of this research *is* [are] the students of SMK Negeri 2 Makassar.

(**AZI 2nd speakers**):The sample will be the first-grade students who *takes* [take] computer and network in the engineering field of study.

**(See in appendix, comment 37, 38, and 39)**

In English, a sentence should contain at least one verb. Without a verb, the sentence has no meaning. However, missing verb always becomes an obstacle for the students' Indonesian language in mastering that language. . It can be seen from the second extract when the first speaker (RHN**)** produced a sentence “What things should be *keep* [kept] with more various innovative ways in teaching and learning process at school. Next the second speakers (AZI) she produced “The population of this research is [are] the students of SMK Negeri 2 Makassar” It should be using verb “are” because it is more than one students

Another rule is the types of a verb or in the sentence related to types of subject. The singular verb in a sentence by (AZ)*‘the sample will be the first-grade students who [takes] computer and network in the engineering field of study’* does not appear to agree with the plural subject ‘the first-grade students.’ It should be ‘The sample will be the first-grade students who [take] computer and network in the engineering field of study.

**Extract 7 (Passive voice)**

**(RHN 1st speaker):**What things should be *keep* [kept] with more various innovative ways in teaching and learning process at school

**(HRN 5th speakers)** : This is also *[support]* by bandura. He said that self efficacy is essentially **(See appendix of comment 40, and 41)**

The example of extract above showed that there two examples were found in uttering passive voice errors. the first speaker (RHN ) uttered “What things should be *keep* [kept] with more various innovative ways in teaching and learning process at school.” Here, the speakers was wrong in selecting the passive voice pattern. The verb should be kept (V3). Because it is in passive form of past participle. Next, the fifth speakers produced This is also *support* by bandura. He said that self efficacy is essentially. It can be identified that the case is same as at the first speakers. She didn’t complete the verb in passive form. So the sentence should be add “ed”. It becomes supported.

**3. Pronunciation Errors**

**Extract “Speech sounds”**

1. **RHN 1 st speaker**): Negative statements is number twenty one and *porty por* [(/ˈfɔːr.t̬i//fɔːr/]
2. (**RHN 1 st speaker** ): The students perception on efl teacher performance and it /*identifaid*/ [/aɪˈden.t̬ə.faɪd/] the EFL teachers performance.
3. (**AZI2nd speakers)**: Procedure of collecting data*/data/*[dətə] and technique of data*/data/*[dətə] analysis…
4. (**AZI2nd speakers)**: The result*/rə’zult/* [rə’zəlt] of the research will give the information about the students’ need…
5. (**KTN 6th speakers)**: The study will have *constributions* [/ˌkɑːn.trɪˈbjuː.ʃən/] to all of the an overview about the understanding of curriculum,
6. (**KTN3rd speakers)** : The procedure of collecting data, and tehnique of data /*analaysis/ [/əˈnæl.ə.sɪs/]*
7. (**AWL4th speakers)**: I gonna explained in my background of study, review of related *licelacer* [/ˈlɪt.rə.tʃər/]
8. (**HRN 5th speakers**) : self efficacy that have low and  *haik* [/haɪ/] self efficacy in the classroom interaction
9. (**MSD 6th speakers)**:It will be a *substitute*[/ˈsʌb.stə.tuːt/] the implementation stage of that any model
10. **(MSD 6th speakers):**There are many interactive *multimedia* [/ˌmʌl.tiˈmiː.di.ə/] programs on the internet that we can *donlod* download **(See appendix of comment42,43,44,45,46,47,48,49,50, and 51)**

Based on the result above, there were types of speech sounds pronunciation errors that found by analyzing the students’ utterances such as the first speaker (RHN) she produced “*porty por”* instead of (/ˈfɔːr.t̬i/ /fɔːr/) and she produced *identifaid*/ it should be /aɪˈden.t̬ə.faɪd/. The second speakers is (AZI). In this cases, she revealed ‘data[dətiə]’ & ‘result [rə’zəlt]’ by reading the written form, */data/* and */rə’zult/.*Next is third speaker (KTN) said *constribution.* it should be [/ˌkɑːn.trɪˈbjuː.ʃən/] also she mention analaysis *[/əˈnæl.ə.sɪs/]*.The fourth speakers (AWL) expressed the word of [*licelecer*] it should be [/ˈlɪt.rə.tʃər/]

Furthermore, the fifth speakers (HRN) produced /*haik/* it instead of[/haɪ/]. The last speakers (MSD) conveyed *subtitut*it should be [/ˈsʌb.stə.tuːt/].Also (MSD) produced *multimedia* it should be [/ˌmʌl.tiˈmiː.di.ə/]

**3.Morphological Errors ( Bound morpheme s, es, ed, )**

1. (**RHN 1st speaker**): The honorable the examiners and all of the“ participant” (omission -s) who attend this research result seminar.
2. (**AZI 2nd speakers**): In my proposal, include three “chapter” (omission plural s)
3. (**AWL 4th speakers**): I found “some problem” ( omission s) that the students have
4. (**HRN 5 th speakers**) : This is also “support” (omission ed) by bandura a bandura said that aa self efficacy is essentially
5. **(MSD 6th speakers):** background must be consist of four thing ( omission s)

**(See appendix of comment 52,53,54,55, and 56)**

Based on the following extract, the first speaker (RHN) conveyed“ The honorable the examiners and all of the“ participant” (omission -s) who attend this research result seminar. In this case the speaker was omitted the plural marker. She must be added “s” participants”

Next, The second speakers (AZI) tried to inform of her proposal’s chapter, but she was omitted plural marker s on the word of [chapter]. So It should be add bound morpheme “S” become Chapters. Next, The fourth speakers (AWL) uttered I found some “problem” that the students have. It should be some “problems”. The fifth speakers (HRN) She is totally omitted bound morpheme of ed when she conveyed the word of [support] it should be supported. The fifth speakers (MSD) background must be consist of four things. It should be, background must be consist of four things.

**4. Other Errors**

**Extract (The Use of double Subject)**

1. **(KTN 3rd speakers):**Ok this is descriptive qualitative method so “*I the researcher”* use qualitative method
2. **(AWL 4th speakers):**The students were limited by social interaction. It means that, “*the students they”* felt difficult to work in group
3. **(HRN 5th speakers)** : Next some pertinents ideas, /*this is there are*/ five parts

**(See appendix of comment 57,58, and 59)**

Based on the result above, it showed that from the third speakers (KTN) she produce a sentence “Ok this is descriptive qualitative method so *I the researcher* use qualitative method. In this sentence, the speaker used two subjects in one sentence they are: “*I and Researcher”*. In grammatical form, the researcher should be chose only one subject in uttering the sentence. Therefore, the suitable subject of this sentence will be “Ok this is descriptive qualitative method so I use qualitative method.”

Next fourth speaker derived from ( AWL). He produced that“ The students were limited by social interaction. It means that, “*the students they ”*felt difficult to work in group.” In this sentence, it is definitely relate to the pronoun rules. The suitable pronoun which used better in this sentence is “they” because it refers to the students as the pronoun of this sentence. The fifth speakers (HRN) she produced ”Next some pertinents ideas, /*this is there are*/ five parts.” This sentence indicates that there are two subjects uttered by the speaker they are : “*this is and there are”* . the sentence should be use *there are*. Because it is in plural form more than one thing.

**Extract ( inversion)**

**(KTN 2nd speakers)** : The government regulation number sixty five year 2013 about *the process standard* of education for elementary and high school

**(HRN 5th speakers)** : I will explain about my research [*seminar proposal]*

**MSD 6th speakers)** : Thank you very much for coming here *in my[ seminar proposal]*

**(See appendix of comment 60, 61, and 62)**

The extract above shows that, there are three speakers who uttered the inversion rules or change the phrase formation. The first is derived from the third speakers (KTN) she produced “The government regulation number sixty five year 2013 about “*the process standard* “of education for elementary and high school.”,. in this sentence, the speaker was changed the phrase formation. In English language, it should be *“the standard process”*[ comment ] Next, the fifth speakers ( HRN) produced a sentence “I will explain about my research *seminar proposal.* Based on English context, the form should be research proposal seminar” furthermore, it can be seen in appendix [ see comment ] and the sixth speakers ( MSD) the same uttered a sentence with the fifth speakers

**The Source of Interlanguage and Errors in conveying English Presentation**

In this section the researcher presents the theory of sources of planning difficulty purposes by Clark and Clark (1977:37). The reasons why the researcher was interested in using this sources, because the theories are suitable and related to the students condition when the researcher had conducted the direct observation in the class. Those conditions are some of the students are getting nervous, under pressure, and little bit tremble. As a result, it was influenced the students performance in conveying English presentation.

There are three sources of process conveying English presentation called cognitive reason, psychological, social reason.

**a. Cognitive Reason**

Some of the speakers find it difficulties when they should produce several parts of their proposal and result materials. They were not only have to think and remember about what they will say. But also they have to master all of contents from chapter one until the last chapter and they try to deliver it in English language. Generally, the speakers must know the meaning, the characteristics, and the terms each of the topics. In addition, when the students were conveying the material they produce some speech errors of filled paused and silent paused such as : ee” , em, aa, ect. For example (RHN) said “Assalamualaikum warahmatullahi wabarakatuh, “aa” the honorable the supervisiors.” and the second speakers (AZI) uttered “thanks ***aa*** my honorable advisor pak Kisman Salija.

**b. Psychological Reason**

The students may produce speech interlanguage and errors. In public speaking a person can be affected by certain conditions. Conditions such as anxiety, nervous, in hurry can affect the speakers to be confident or unconfident that makes them difficult to produce speech. Spoken interlanguage and errors that caused by psychological reasons are commonly for native or non native speakers.

**C. Social Reason**

The other factors as the caused that contributes to speech error is social reason. Social relationships in environment, between speaker and listener can interfere the speaker in conveying their speech or presentation. The speakers who have low position when conveying their speech in front of the audiences who have high position usually get errors. In proposal and finding seminar, the speaker not only gets attention from their audiences but also from their examiners. In the other words, the speaker gets double pressure. In this condition, the speaker may produce a lot of errors such as: speech errors, grammatical error, and pronunciation error. In this condition, They must convey their material in a short time and at the same times they are also noticed by the audience and also by the examiners.

**CONCLUSION AND SUGGESTION**

This chapter consists of two parts. The first is the conclusion and findings presented in the previous chapter. The second part is suggestion. Those are will be discussed.

**Conclusions**

Firstly, there are three types of interlanguage used by the students in English presentation namely: the first is native language transfer which covers spoken mother tongue language switch (code switching) got 2 uttered. Second is overgeneralization which covers the use of article got 2 uttered, the use of double verb 1 uttered, and the use of pronoun 1 uttered. Third is simplification which covers the process of omission BE got 3 uttered and the researcher has no found the omission a possessive pronoun utterance. So the total of spoken interlanguage in the process of conveying English presentation are 9 uttered

Secondly, there several types spoken errors found in English presentation such as: speech errors which are contains filled paused got 5 uttered, repeats 6 uttered and silent paused 1 uttered. In grammatical errors: tenses got 3 uttered, conjunction 2 uttered, determiner used 3 uttered, modal auxiliary 3 uttered, verb 3 uttered and passive sentence got 2 uttered. Next is pronunciation errors which only speech sound got 10 uttered. Furthermore, morphological errors that only include omission bound morpheme of plural marker {-S} which got 5 uttered. The last is other errors as additional errors which uttered by the presenters they are: the use of double subject got 3 uttered and inversion process got 3 uttered. All of them were produced in English presentation particularly in proposal and finding seminar.

Thirdly, the researcher found the most dominant produced between spoken interlanguage and errors which uttered by the students in English presentation particular in proposal and result seminar. It can be proved by analyzing between spoken interlanguage and spoken errors where the result showed the total of spoken interlanguage are 9 uttered and spoken errors are 53 uttered.

Fourthly, spoken interlanguage and spoken error have three affects: they are cognitive, psychological and social reason. Cognitive reason is caused by the materials. The speakers are difficult when they get unusual. Psychological reason when speakers are possible to feel nervous when they speak in front of many people. Social reason occurs when the speaker must talk to someone who has high position. Thus, the researcher conclude that the more dominant of spoken interlanguage and errors in conveying English presentation of graduate students at state University of Makassar is spoken errors.

**Suggestions**

Based on the conclusion above, the researcher provides some suggestions as follows:

The students need to learn and to understand about the linguistics component, competence and differences between their Indonesian language and English by improving practice in the context of structured and unstructured communicative activities, both oral and written form.

1. The researcher suggests to students to improve their ability to use any kind of learning strategies. Because interlanguage and errors still exist in students ‘spoken form if they do not try to practice more and more.
2. To avoid the spoken interlanguage and spoken errors occurs.The researcher suggest that the students must learn know about the process of interlanguage and errors, those concept, and also those types by watching in YouTube or other resources in order to reduce or to avoid the spoken errors and interlanguage process in conveying presentation.
3. Lectures and English teacher should give more motivation to the students in order to make the students more productive in producing composition. Giving motivation is not only on writing but also on other English skill listening, reading, and writing.
4. Since this research only focused on students’ presentation, the researcher is expected to other researchers to investigate the spoken of interlanguage and errors of the lecturer as the examiners and supervisors in mentoring their students in process of an examination of proposal and result seminar.

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