SPEECH ERROR EXPRESSIONS IN MALIKI NATIONAL DEBATE TOURNAMENT (MANDATE) 2015

THESIS

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2017

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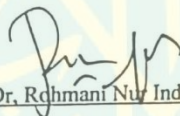
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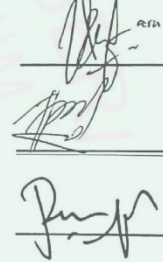Dr. Hj. Syafiyah, M.A.
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MOTTO

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي (25) وَيَسِّرْ لِي أَمْرِي (26) وَاحْلُلْ عُقْدَةً مِنْ لِسَانِي (27) يَفْقَهُوا

قَوْلِي (28)

Musa said, "Allah, expand for me my breast [with assurance], and ease for me my

task, and untie the knot from my tongue, that they may understand my speech. (QS.

Thoha: 25-28)

DEDICATION

This thesis is dedicated to: My beloved father and mother, Muhammad Ali Hamzah and Abida Yakob Saman. I hope that it could make them proud. It is also for my beloved brother Fitrianto Muhammad Ali and Muhammad Ali Family who always support me. Thank you for my wife, Dian Purwitasari, for helping me finishing this work.

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All praises are to Allah, who has given power, inspiration, and health in finishing the thesis. All my hopes and wishes are only for him. Shalawat and Salam always blessed upon our prophet Muhammad SAW who has guided us to the right way of life. He is the noblest human being and the teacher of all people in the world.

ABSTRACT

M. Ali, M. Rydzky. 2017. Speech Error Expressions in Maliki National Debate Tournament 2015. Minor Thesis. Department of English Literature. Faculty of Humanities. The Islamic State University Maulana Malik Ibrahim Malang.

Advisor: Dr. Rohmani Nur Indah, M.Pd.

Key Words : Speech Error, Debaters, Mandate

The research deals with study of speech error expressions in Maliki National Debate Tournament (Mandate) 2015. The writer chooses to analyze speech error because it has significant influence on speaker's fluency during speech or debate. In this case, the debaters, as the object of this study, are required to speak quickly in presenting their argument in limited time. Therefore, investigating speech error during debate tournament is worth-doing as it could reveal the speech errors that mostly occur in debate. There are two problems in this study. First, this study is to answer what the types of speech error occurred during Mandate 2015, involving six beginner debaters. Further, this research explains about the debate components that support the occurrence of dominant speech error in debate tournament. The writer analyzes speech error to help the readers improving the accuracy of language communication especially in debate.

To gain the expected result, this research uses descriptive analysis to describe the data. The writer applies the theory of speech error based on Maclay and Osgood and model of slip of tongue proposed by Fromkin. All the speech errors were analyzed from twenty seven data. Speech error here refers to the error occurring during debate. There are nine types of speech errors found; filled pause, silent pause, repeats, stutter, false starts (retraced & un-retraced), correction, interjection and slip of tongue; shift, exchange, anticipation, preservation, addition, deletion, substitution and blend.

The writer found out that all types of speech errors occurred during the debate. However, *slip of tongue* is not found in the data. The analysis showed that filled pause type dominated the speech error. This type happened in twenty three data or 85% of the data. The debate component of the speech error that dominated the error was giving argument. The error in context of giving argument happened fourteen times.

ABSTRAK

M. Ali, M. Rydzky. 2017. *Speech Error* di Maliki National Debate Tournament 2015. Skripsi. Jurusan Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Dr. Rohmani Nur Indah, M.Pd.

Kata Kunci : *Speech Error*, Pendebat, Mandate

Penelitian ini mencakup kajian *speech error* di Maliki National Debate Tournament (Mandate) 2015. Peneliti mengangkat topik tersebut karena *speech error* memiliki dampak besar terhadap kelancaran pembicara dalam pidato atau debat. Dalam hal ini, pendebat sebagai objek kajian, dituntut untuk dapat berbicara cepat dalam menjelaskan argumen mereka dalam waktu yang singkat. Sehingga, pembahasan mengenai *speech error* yang terjadi dalam perlombaan debat perlu dilakukan karena kajian ini dapat menjelaskan jenis *speech error* yang paling banyak terjadi dalam debat. Terdapat dua rumusan masalah dalam penelitian ini. Pertama, penelitian ini ditujukan untuk menjabarkan jenis *speech error* yang terjadi selama Mandate 2015, yang mencakup 6 orang pendebat. Kemudian, penelitian ini menjelaskan tentang komponen debat yang mendukung terjadinya dominasi *speech error* selama perlombaan debat. Peneliti menganalisa *speech error* untuk membantu pembaca dalam mengembangkan keakuratan dalam komunikasi, terutama dalam berdebat.

Untuk mendapatkan hasil yang dimaksud, penelitan ini menggunakan analisis deskriptif untuk menjelaskan data. Peneliti menerapkan teori *speech error* menurut Maclay dan Osgood and model *slip of tongue* menurut Fromkin. Semua *speech error* dianalisa dari 27 data. *Speech error* yang dimaksud dalam penelitian ini adalah kesalahan yang terjadi selama debat. Ada sembilan jenis *speech error* yang ditemukan, yaitu: *filled pause, silent pause, repeats, stutter, false starts (retraced & un-retraced), correction, interjection and slip of tongue; shift, exchange, anticipation, preservation, addition, deletion, substitution* dan *blend*.

Peneliti mendapatkan hasil bahwa semua jenis *speech error* terjadi dalam debat. Meskipun demikian, *slip of tongue* tidak ditemukan. Analisis menunjukkan bahwa *filled pause* mendominasi *speech error*. Tipe ini muncul dalam 85% data. Dalam komponen debat, jenis yang banyak muncul adalah *giving argument*. Kesalahan dalam komponen tersebut terjadi sebanyak 14 kali.

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الملخص

م. علي، م. رزقي. 2017. الخطابة الخطيئة(*speech error*) في مسابقة المناظرة في Maliki National Debate Tournament 2015 . المقال. قسم الأدب الإنجليزية. كلية العلوم الإنسانية. جامعة مولانا مالك إبراهيم بمالانج.

المربي : الدكتور رحمني نور إنداه الماجستير

الكلمة المرشدة : الخطابة الخطيئة، المتكلم، mandate

هذ البحث يتكون من الخطابة الخطيئة (*speech error*)في Maliki National Debate Tournament 2015 (mandate) . اختار الباحث هذا الموضوع لأنه يتأثر كثير في سهل الخاطب او المتكلم في المناظرة. في هذ البحث متكلم في المناظرة كموضوع الدراسة، لأن المتكلم في هذ الحال مجبر على كلام المستعجل في تعبير أرائهم في وقت معين إيجاز. وعلى ذلك، البحث عن الخطابة الخطيئة (*speech error*) التي كانت في تلك المسابقة مهم في وجوده، وبها سوف نعرف ونستخلص أنواع الخطابة الخطيئة الموجودة كثير في تلك المسابقة. في هذ البحث تركيزا البحث، الأول يهدف هذ البحث لتوضيح الخطابة الخطيئة الموجودة في مسابقة mandate 2015، المتضمنة من 6 متكلما. وبين أيضا هذ البحث عما يتعلق بتكوين المناظرة التي تدافع عن مجيئ الخطابة الخطيئة في المناظرة. بحث الباحث هذ الموضوع لإفادة القارئ في دقتهم الإتصالية. خصوصا في المناظرة.

لاستفادة النتيجة المقصودة، استخدم هذ البحث تحليلا وصفيا لبيان المعلومات، واستعمل الباحث نظرية الخطابة الخطيئة عند Maclay و Osgood وصيغة البحث هي *slip of tongue* (الغلط) عند Fromkin . كل الخطابة الخطيئة متحللة من 27 معلومات. الخطابة الخطيئة المقصودة في هذ البحث هي الخطيئة الموجودة في المناظرة. وجدت تسعة أنواع الخطلبة الخطيئة وهي شغل وقفة (*filled pause*)، وقفة صامتة (*silent pause*)، التكرر (*repeats*)، المتأتيئ (*stutter*)، بداية خاطئة - (*false starts*)، التصحيح (*correction*)، الدعوة والغلط(*interjection and slip of tongue*): الإنتقال (*shift*)، التبادل (*exchange*)، التوقع(*anticipation*)، الحفظ (*preservation*)، الإضافة (*addition*)، الحذف (*deletion*)، الإستبدال والتخليط (*substitution* and *blend*).

أتى الباحث بنتيجة على أن كل أنواع الخطابة الخطيئة وجدت في مسابقة المناظرة. ولو كان الغلط (*slip of tongue*) يتسلط على المسابقة. جاء هذ النوع في (*filled pause*)حقيقته لم يوجد فيها. أشارالتحليل إلى أن شغل وقفة 85% معلومات. جاء كثير في مكون المناظرة إعطاء الحجة أو الأراء، الخطيئة من تلك المكونة جائت في 14 مرة.

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CHAPTER I

INTRODUCTION

This chapter presents the process of this study. This part consists of several points including; Background of the study, Research Question, Objectives of the study, Significance of the study, Scope and Limitation, Definition of Key Terms, Research Methods, Research Design, Data Source, Research Instrument, Data Collection, Data Analysis.

1.1   Background of the Study

In debate competition, debaters always speak quickly in giving their arguments. The speed from the speakers is required because they must give vast amount of arguments in limited time. In addition, using foreign language in debate will be more challenging as they have to deal with words or sentences that they may not be familiar with. As Field stated, individual peformance is determined by strenght and limitation of mental apparatus (Field, 2003). In this case, it is possible that the debaters produce speech error especially when they have to speak quickly. This study, therefore, aims to examine the speech error expressions that appear during the debate tournament.

The speech error expressed by the debaters in debate tournament can lead to misinterpretation. If it happens, the opponent team might be left in confusion

and the juries of the debate tournament cannot understand clearly about debaters' ideas. As a result, it can influence the points of the debater's team and possibly cause them to be unable to win the competition.

Speech error is one of the branches in psycholinguistic. As the name implies, psycholinguistics is principally an integration of psychology and linguistics (Carroll, 2008). Psycholinguistics as field of study explores the relationship between human mind and language (Field, 2003). According to its concept in psycholinguistics, speech error is influenced by surroundings condition that causes nervous feeling for the speakers. Human brain involves within all action of human body because it works as the controler of the the body which includes conscious or unconcious act (Obler &Gjerlow, 2002). During the debate, for example, debaters are required to speak in public that may cause nervousness and pressured feelings. The other factor is that they are given limited time and they should be able to give their arguments in a convincing way. Therefore, human psychological states, in this case are the feeling of nervousness and pressure, are the main reasons that cause the speech error.

The error shown during communication in production is called speech error (Fromkin& Ratner, 1998). For example, when someone is supposed to say *ship* which refers to a kind of vehicle, he/she could possibly mispronounce it into *sheep* which means a kind of four-legged animal. This kind of mispronunciation is also known as slip of tongue. As Caroll mentioned, speech error refers to slip of

the tongue (Carroll, 2008). It is a deviation from the apparently intended form of an utterance conscious or unconscious (Bussmann, 1996). As like in the mentioned example, the word *ship* which is intended to be produced is swapped with word *sheep* due to their phonological similarity.

In order to complete this study, the researcher uses Maclay and Osgood theory that categorizes speech error into nine types (Clark & Clark, 1977). These types include; *silent pause, filled pause, repeats, false star, false start retraced, correction, interjection, stutter and slip of tongue*. This theory is used in the analysis as it is the most applicable approach that could help the researcher to identify and illustrate what type of speech error is being discussed. Further, slip of tongue is divided based on Fromkin model theory (Carroll, 2008:194). These include; *shift, exchange, anticipation, preservation addition, deletion, substitution and blend* (Carroll, 2008). Maclay and Osgood (Clark & Clark, 1977) and Fromkin (Carroll, 2008) model theories are used as basic concept to analize the data taken from the argument given by the debaters.

The theories proposed by Maclay and Osgood is still commonly used by previous researchers. In studying speech error using this theory, previous researchers used data taken from various sources of speech. Husna in 2012 studied the types of speech error occured in conversation between Obama and an interviewer. The result of the study explained that speech error occured including the domination of filled pause (17 times) and repetitions (26 times) (Husna,

2012). Her study used the theory of Maclay and Osgood. The other researcher is Hardianto, who examined hesitation among lecturers at Islamic State University of Malang 2014. His study showed the unlexicalized filled pause domination during teaching (Hardianto, 2014). Both of the studies showed the different domination of speech error. Herdianto study revealed that filled pause dominated, while Husna mentioned repetition as the mostly found speech error.

The gap between this study and the previous study is the objects of the study. Obama as the data from Husna research spoke in English as his first language. While Hardianto examined the speakers, who were lecturers, that used English as their second language. Meanwhile, the object of this study is the debaters of Maliki National Debate Tournament (Mandate). The debaters in this case are not the native speakers of the English. Furthermore, they use English as their third language.

This study intends to identify the speech error that appears in Maliki National English Debate Tournament (Mandate). The speech error is analyzed based on Maclay and Osgood (Clark & Clark, 1977) and Fromkin theory cited in (Carroll, 2008). The objects of this study are debaters in Maliki National Debate Tournament.

1.2. Research Questions

1. What are the common speech errors expressed by debaters in Maliki National Debate Tournament 2015?

2. How do the debate components support the occurrence of the dominant speech error in the debate Tournament 2015?

1.3. Objectives of the Study

1. To describe the common speech errors expressed by the debaters in Maliki National Debate Tournament.

2. To explain the debate components supporting the domination of speech error expressed in debater's speech.

1.4 Significance of the study

The study is expected to give practical contribution towards the practice of English language in general, especially for institution and debate. With this study, the students studying in similar field will get more knowledge about speech error expression. It can give them understanding about the speech error classification based on the theory of psycholinguistic and they can use this study as one of the sources for further study or research.

This study can contribute to the debaters as well. The debaters are able to note which speech error types mostly appear during the debate tournament. It can also help them to minimize the error while giving their argument.

For the institution, this study can give contribution to help the teachers or tutors to teach the debaters about the speech error that possibly occur. Furthermore, it can be used as one of material source used in debate teaching. Teachers or debate tutors can help debater in giving argument with a minimum error and make them easier to convince the jury.

1.5 Scope and Limitation

The scope of this study is about speech error analysis within the field of psycholinguistics. The speech error is identified only from the context of speech by the debaters in Maliki National Debate Tournament in 2015. The focus of this study is to analyze the speech error following types of slip of tongue based on Fromkin theory cited in (Carroll, 2008). This study uses the debater's utterances at Maliki National Debate Tournament in 2015. Debate tournament in 2015 is used as the data in following some criteria. Compared to the debaters in 2015 and debaters 2016, researcher only found the first-timer debaters that participated in the tournament in 2015. In this case, the debaters were nervous very much because they faced the new condition that they had never felt before. While in debaters 2016 all of the debaters had

experienced in debate. Therefore, the tendency of producing speech error occured more in 2015 compared to 2016 tournament.

As the limitation of this study, the researcher used only one round in the tournament that covered both of teams doing debate for the first round. In the process of data collection, the researcher could not interact with the debaters because their focus was on the topic of debate. Furthermore, this study identifies the participant based on context of their argument and did not involve interview.

1.6 Definition of The Key Terms.

Speech errors : The error that appear during communication in speech production.

Debaters : The parcticipants or the speaker in debate competition.

1.7 Research Method

In this study, the method used includes some points; Research Design, Data Source, Research Instrument, Data Collection and Data Analysis.

1.7.1 Research Design

This study uses qualitative approach because the design of this study is to get the understanding of the speech error expression and to obtain information by analyzing the data based on the theory of speech error. This study analyzes the data from the audio record which is transformed into speech transcript. In this case, the data naturaly appear without any treatment to the participant before the audio record is taken. This study is categorized as descriptive qualitative because this study describes and interprets the speech error during debate competition.

1.7.2 Data Source

The data source used in this study is the debaters competing in Mandate 2015. The data was taken from six debaters who spoke for 7 minutes each in giving their arguments and 5 minutes additional for repliers. The six debaters were divided into two groups; three people each, into affirmative and opposition group towards the given case. Meanwhile, the data of this study are words, phrases and sentences produced by the debaters in one round that contains speech error. The researcher recorded the debate and transformed the audio recording into text speech transcript.

1.7.4 Data Collection

In collecting the data, the researcher recorded the data from some of preliminary round during Maliki National Dabate Competition (MANDATE) 2015

held in 19-20 October 2015. The second step is transforming the audio record into text. Next, the researcher will carefully select the debate transcript that shows speech error and list them into data. From all the data transcrip, this study will do data reduction to avoid using the similar sentences. The data that has been reduced is coded sequentially. The codification is aimed to identify the number of the data that is available and suitable for analysis. After that, the data is identified based on the theory. The data is categorized and analyzed based on Maclay and Osgood theory.

1.7.5 Data Analysis

In attempt to answer the problems of this study, firstly, the researcher identified the debate transcript in which words, phrases and sentences containing the speech error. Then, the researcher classified the data into the types of speech error. The data that have been classified into the types of speech error are discussed and explained completely. Furthermore, with this classification data of speech error types, the researcher can identify in which debate component the speech errors occurred.

The analysis of speech error is based on Maclay and Osgood (Clark & Clark, 1977). The types of speech error based on Maclay and Osgood are filled pause, silent pause, false start retraced, false start un-retraced, stutter, repetition, correction, interjection and slip of tongue. Slip of tongue of speech error types is divided based on Fromkin theory (Carroll, 2008).

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter presents the literary review to support the study theoretical framework. In this part concist of few points start from speech production, speech error, types of speech error, debate language and previous study.

2.1 Language and Speech Production

Language production and speech production briefly have different means. In linguistics, language production describes as all of stages when having the concept then translating that concept into linguistic form (Levelt, 1989). Moreover, speech production is explained as the process of selecting the words in human mind to be produced into spoken word. The word that is selected will be produced by the person throught their motor system which known as apparatus system, such as mouth, vocal chord, teeth, tongue etc. Speech production can be spontaneous or consious. Spontaneous speech production can be the word produced when the person read the text or react to the condition in his/her surronding.

In human speech production, the apparatus system is the fundamental. Without apparatus system, it impossible for human to speak to each other and transfer the message without any misinterpretation. According to Levelt cited in

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(Carroll, 2008) speaking is one of our most complex cognitive, linguistic and motor skills. He explained that in speaking, the articullation flows automatically, at rate of about fifteen speech sound persecond, while we are attending only to the ideas we want to get across to our interlocutor. The performance itself depends on the ability or the mentality of person itself.

In order to produce the words, the speakers need process. Speech production consists of four major stages: conceptualizing a thought to be expressed, formulating a linguistic plan, articulating the plan, and monitoring one's speech (Carroll, 2008, p193). The first basic levels is the process of conceptulization. In this step the speaker is demanded to create speech link a desired concept to particular spoken word to be expressed. It means the preverbal concept should be done before transforming it into verbal words in a particular context. By conceptualization, it can be easier to select the word used.

The second step is the formulation. The formulation is when the linguistic forms is created. This process is related to the generation of syntactic frame and phonological encoding. It is also related to the phonetic form. In this step, the phonetic form determines the way of the speaker to produce the words. It contains information concerning only the meaning and the relation of this word to other in the sentences.

The third stage is articullation. The articullation is the process of producing the words by the speaker. The articulation contains motor movement to convey the messsage which is involved the apparatus system such as the lughs, glottis, tounge, jaw, lips, teeth etc. The arculation stage will indicate the what the message will be received by the the listener. By completing the third step of this production, it will make the word sounds perfect and also the message is delivered without misinterpretation.

The last point is self-monitoring. Self-monitoring is the process when the speaker spontaneously interrupt and correcting himself. The correction itself refers to self-repairs. Levelt (1983) explained that self-repair has three characteristics that consist of three parts. The first speaker will interrupt their speech when they detected an error. The second, the speaker will use one of the various editing expression. It can be *uh, sorry, I mean* and so forth. Then the speaker repairs the utterance. According to Nootebom cited in (Carroll, 2008), his examination shows that from 648 corpus speech errors 415 (64%) of the error were corrected more often than preservation. The timing of self – interruption after detection of an error is based on two competing forces (Carroll, 2008). It can repair the error immediately or we will complete our argument of speaking itself.

In the end, in speech production speaker will use the four major stages levels before producing words. The four levels are conceptualizing a thought to

be expressed, formulating a linguistic plan, articulating the plan, and monitoring one's speech

2.2   Speech Error

The error that shows during communication in production is called speech error (Fromkind & Ratner, 1998). A speech error is referred to slip of the tongue (Carroll, 2008).   Speech error may be used in the construction of linguistics argument. It is a deviation from the apparently intended form of an utterance conscious or unconsciously (Bussmann, 1996). In speech error, the speaker may produce the error consciously or unconsciously within his or her sentences. Errors in speech production and perception are also called performance errors (Tserdanelis, 2004).

2.2.1 Types of speech error

There are many types of speech error (Harley, 2001). The different types of speech error can be categorized by considering the linguistics units that involve in the error. For example we can look at from the phonological feature, phoneme, morpheme, words, phrases, or sentences. It can be identified from different speech unit, phonemic segment, phonetic, features, syllable, stress, morpheme, word, grammatical and phrase.

Maclay and Osgood cited in Clark and Clark (1977) stated nine types of speech error that are common appear during speaking. The nine types speech error are *silent pause, filled pause, stutter, correction, interjection, false start (Un-retraced), false start (retraced), repeats and slips of tongue.*

1. Silent Pause

Silent pause is the error period that occurs when there is no speech between words to other word. The space gives pause and create an illusion as if the speaker speaks slowly. In addition, silent pause shows the speaker is silent for a while before continuing to speak. The pauses occurs only for a while or immediately and do not take a long time (Clark & Clark, 1977: p262).

Example : please, turn of the // light

Between "please turn off the" and "light", there is a significant time where there is no speech produced by the speaker. So, it shows how the silent pause error occurs.

2. Filled Pause

Filled pause is the error that shows the gap between words. The silent period of speech is changed with filler such as *ah, em, um.* Commonly, it indicates that the speaker tries to think immediately what words that he wants to

say after that. Moreover, the filler that is used by the speaker gives time to speaker to think about his/her further speech (Clark & Clark, 1977: p262).

Example : After eating thirty green apples, John suddenly threw, u, up.

 The word (em) is called as filler.

3. Stutter

Stutter is the error that happens when the speaker produces a word and sentences but she or he has difficulty to finish it (Clark & Clark, 1977: p273). Speaker will need time to finish the word but the word produced will be repeated for a while. It can determine form the syllable of the word.

Example: it really really amazing

The word "really" is repeated twice.

4. Correction

Correction is the error that occurs when the speaker realizes that the words he/se uses are not suitable with the context or the sentences. In this error, the speaker will replace the word that was used before with a new word that speaker think is more suitable. DuBois (1975) mentioned that the correction phrases like *I mean, That is, or rather, well*, etc give a distinct signal that speaker is about to correct his/her sentence (Clark &Clark 1977: p270.)

Examples :

He hit Mary – That is, Bill did – with frying pan.

I am trying to lease – or rather, sublease – my apartment.

I really love – I mean, despise – getting up in the morning.

I will be done immediately – well, in a few minutes.

That is: reference editing.

Or rather: nuance editing.

I mean: mistake editing.

Well: claim editing.

5. Interjection

Interjection indicates that speaker stops while speaking. Then they start to think about what to say next. In interjection, there are some particular interjections to sign why the speaker stop their speaking. There are four types of interjection: *oh, ah, well*, and *say* (Clark and Clark, 1977 p268). All of interjections are illustrated in the following sentences.

John would like , oh, carrot.   ➔ *oh* refers to referent selection

John would like –ah, carrots.   ➔ *ah* refers to memory success.

John would like, well, carrots. ➔*well* refers word approximation.

John would like, say, carrots. ➔ *say* refers to exemplication.

6. False Start (un-retraced).

This type of error occurs in sentence and it happens when speaker speaks, but the speaker makes correction to the word. The word corrected only the wrong word without repeating one or more words before that. Then speaker continues to produce the words.

Example : for their/ those who can seat here

The speaker only corrects the word " Their into those" and no repetition to others words.

7. False Start (retraced)

False start is nearly similar with un-retraced. In retraced types, the speaker will repeat the word that is correct with error or wrong word.

An Example : For their who / for those who can seat here.

8. Repeats

Repeats is the error that occurs during the speaker speech. The speaker repeats one or more words more than once. Repetition here means that the speaker repeats the word in one sentence or in row.

For example   : You can can go (the words 'Can" Refers to Repetitions)

9. Slips of Tongue.

Types of slip of tongue are divided into some types. Fromkin cited in Carroll (2008) stated there are eight types of slip of tongue. The types are *Shift, Exchange, Anticipation, Preservation, Addition, Deletion, Substitution and Blends*.

a. Shift

In shifts, one speech segment disappears from its appropriate location and appears somewhere else.

An example: That's so she'll be ready in case she decide to hits it (decides to hit it) (Carroll, 2008: p195).

b. Exchange

Exchanges are, in effect, double shifts, in which two linguistic units exchange places.

For example: Fancy getting your model renosed (getting your nose remodeled) (Carroll, 2008: p195).

c. Anticipation

Anticipations occurs when a later segment takes the place of an earlier one. They differ from shifts in that the segment that intrudes on another also remains in its correct location and thus is used twice.

For example: Bake my bike (take my bike) (Carroll, 2008: p195).

d. Perseveration

Perseverations occurs when an earlier segment replaces a later item.

e.g He pulled a pantrum (tantrum) (Carroll, 2008: p195).

e. Addition

Addition is adding linguistic material. The speaker intends to utter the word occasionalIy. Because of the additional of the material word, the sentence becomes slipped.

An example: he didn't explain this clarefully enough (carefully enough) (Carroll, 2008: p195).

f. Deletion

Deletion is error that deletes a syllable of word when speaker speaks.

An example: I'll just get up and mutter intelligibly (unintelligibly) (Carroll, 2008: p195).

g. Substitution

Substitutions occurs when one segment is replaced by an intruder. These differ from previously described slips of tongue in which the source of the intrusion may not be in the same sentence.

An example: At low speeds it's too light (heavy) (Carroll, 2008: p195).

h. Blend

Blends occurs when more than one word is being considered and the two intended items ''fuse'' or ''blend'' into a single item.

An example: child is looking to be spaddled (spanked/paddled) (Carroll, 2008: p195).

2.3 Debate

Debate is competitive speaking activity that involves two debaters arguing for and againts a resolution (Halvorson & Koshy, 2006). There is an expectation that the participant will react to and challenge contentions made by other speakers or the opponents (NLSDU). Resolution here means the case that the debaters bring in their debate. In debate, both of debaters argue and defend their own idea to persuade the adjudicators so that they can win the debate. In debating system there are some rules of debate. In every debate the team divided into two teams which every team have three debaters (Sonreich, 2012). The first team known as *affirmative* and other team is

negative. Each speakers of the team have their own job to deliver every argument of the case.

A. Affirmative VS Negative

As stated before, both teams have job to argue each other. The affirmative job is to support the case of the debate while the negative argues the affirmative team. Affirmative team and negative team are against each other. In the process of debate itself, each member of team have their own roles. The member of each team usually called as 1st, 2nd and 3rd speakers. Both affirmative and negative teams should stand with their argument untill the end.

B. Debate Component

Context of speaker explains about the context that the debaters bring during the debate process. In this case, there are some elements based on the speaker's argument. The elements are: Introduction, Definition, Re-contextual and Resolve Definition, Giving Argument, Rebuttal, Emphasizing Position and Summary.

1. Introduction

In the beginning of the debate, usually the speakers introduce and explain what they will do in the stage. It can be introducing theirself or it can be what will they bring in the case of the debate itself. Mostly it includes 1st,2nd and 3rd speakers (Simon, 2005).

2. Definiton

Definition in this case is explained by the first speaker both of affirmative and negative team. In giving definition, they will express such clarification about the case they bring or define what the case is about. Sometimes the other speakers will state the definition of the case to emphasize or remind the audience and adjudicator (Sonreich, 2012).

3. Recontextual and Resolve Definiton

The first speaker of negative has role to give the contextual of the case. He/she also resolves any definition given by the first speaker of affirmative team if it is wrong, illogical or out of the context. The speaker also can rebut some point that giving by the affirmative team but it not really necessary for the speaker (Sonreich, 2012).

4. Giving Argument

This step will let the speakers to give their argument in the case. the argument needed to show how their can stand to the team fuction in debate. Giving argument must be logic, no use feeling, religion and if necessery giving evidence is highly recommended (Sonreich, 2012).

5. Rebuttal

The rebuttal is the chance of the speaker to stand against the argument of the opponent team (Halvorson & Koshy, 2006). It is fundamental component in debate itself because the rebuttal is the representative respon to the argument by the speaker to other speaker (Simon, 2005).

6. Emphasizing Position

This context is highly used by every member of the speaker in the end of their speech. Emphazing position is giving emphasize that the speaker still stand on the the argument that their gave. It is also to show their support or against the case base on the team side.

7. Summary

The summary shows the all arguments that have been stated by all speaker of each team in short terms (Simon, 2005). In this step, the replier speaker explains and repeats all the argument of all speaker in the team. They also can remain that they had rebutted all the argument of the opponent team to convince the juries.
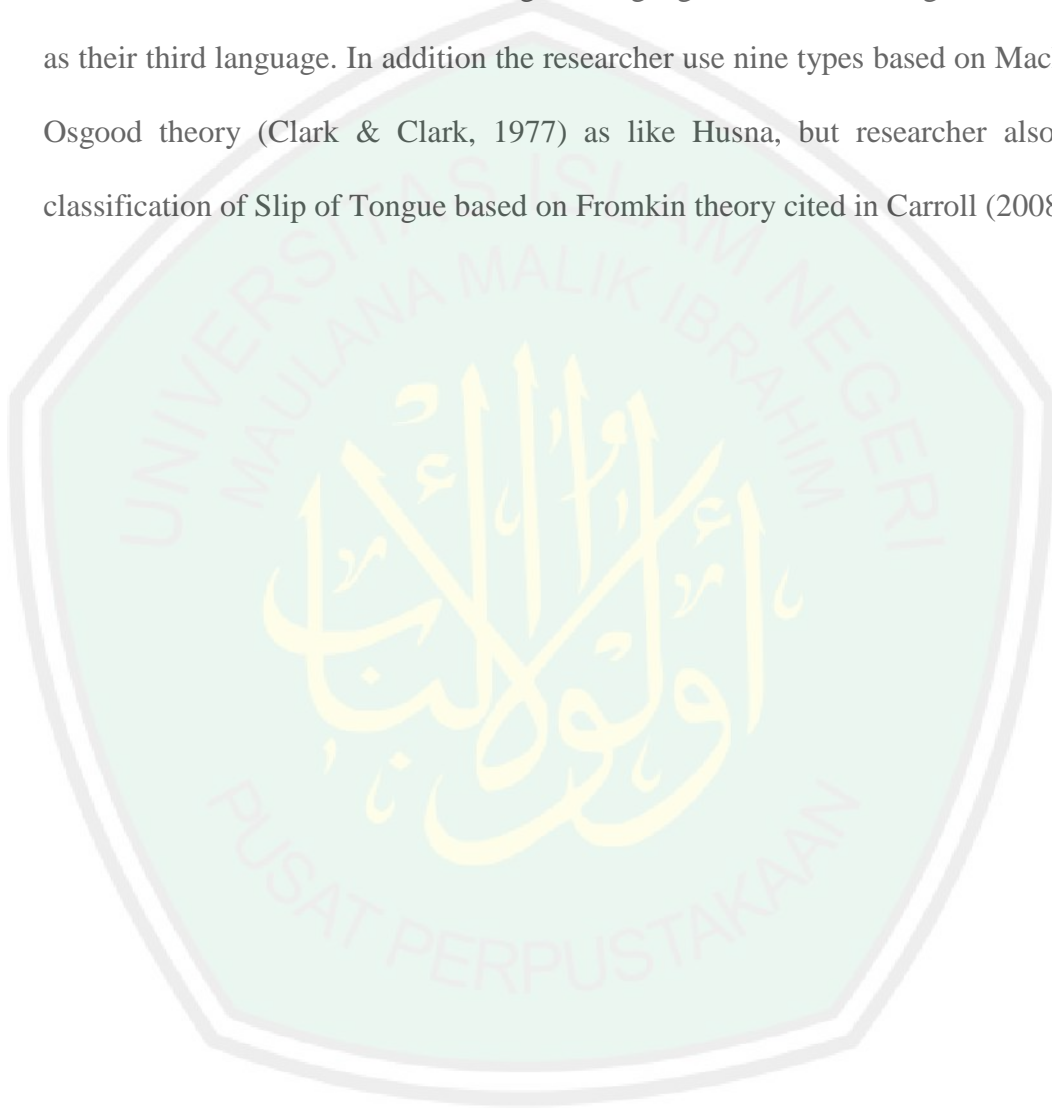
2.4   Previous Studies

There are some relevant researchers dealing with the study of speech error. Husna (2012), in her study entitled, found that the frequency of silent pause 15 times, filled pause 17, false star un-retraced 13, false start retraced 8, correction 2,

interjection 0, repeats 26, stutter 9 and slip of tongue 1. From all types of speech error above, filled pause and repetitions dominated Obama's speech. In addition, Obama did not produce any slip of tongue compared to the interviewer. The factors of that speech error occur because the speaker and interviewer nervous and forget the next utterance of the sentences.

The next researcher is Herdianto 2014. He found that the domination of unlexicalized filled pause in utterance of lectures. Another hesitation is lengthening, lexicalized filled pause, repetitions, silent pause, restart, false start and self correction. The unlexicalized filled pause appeared 41 times out of data. The cause of this error is because the lectures are not native speaker. This study also showed the context where hesitation occurred. The context of giving explanation appears the most in this study and followed by asking question, disturbance, giving instruction. Giving explanations happens 70 times out of 83 data and followed asking question (6 times) giving instruction (4 times) and getting interruption (3 times).

Based on research above, the researcher has different focus on the research, although the researcher concerns the same object that is speech error. There are some differences between this research and previous is the object. Herdianto 2014 uses lecturer of State Islamic University of Malang. Husna 2012 used Barrack Obama and Interviewer in YouTube video while the researcher uses the debaters in Maliki National Debate Tournament as subject.

In addition, Husna (2012) focus was Obama as the native speaker of English language. Meanwhile, Hardianto objects are teacher in state Islamic state as the instructor of English language. Differently, this research use debaters as object. Debaters are not the instructor of English language but learners. English is also used as their third language. In addition the researcher use nine types based on Maclay and Osgood theory (Clark & Clark, 1977) as like Husna, but researcher also stated classification of Slip of Tongue based on Fromkin theory cited in Carroll (2008).

CHAPTER III

FINDINGS AND DISCUSSION

In this chapter, the researcher presents two parts. Those are finding and discussion. In finding, the researcher presents the data analysis and its interpretation based on Maclay and Osgood (1977) and Fromkin (Carroll, 2008). In the discussion, the researcher provides the explanation based on the analysis which covers the answer of the problem statement.

3.1 Findings

There are six subjects in this the transcript. The subjects include first speaker, second speaker and third speaker of both positive and negative teams. The data identification shows that there are two hundreds of data errors appear during the debate. In this case, debate as data source, has been transformed into transcript to help the identification. Firstly, researcher reduced the data from two hundred into fifty nine data. It is only the data which has a particular characteristic is taken as data to analysis. The fifty nine data have same characters which have three or more types of speech error in one utterance. After that, the researcher reduced again the data by making classification of the error speech pattern. The utterances which have similar patterns are identified as one datum. In the final reduction, the data shows that there is twenty seven datum or patterns. This is also used as step to avoid using the repetition

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in datum analysis. The data are classified based on the Maclay and Osgood theory and Fromkin speech error. In the following analysis, each datum is analyzed on the context, type and function.

Datum 1

> "and here *umm* we *really really* to close *support support* this motion have to close guantanamo."

The data above shows the speech error from the utterance of first speaker of affirmative team's. This utterance appeared when the first speaker emphasized the position of her team in the debate. The utterance "*really-really to close"* is considered as *emphasize position* as positive team.

In this data, the utterance that was used by the speaker's contained more than one speech error. The utterance contained *filled pause*, *repetition* and *stutter*. The word "*umm*" which appeared in the beginning considered as *filled pause*. This word appeared because the speaker thought the utterance that she wanted to express. It gave sound "*umm*" as code when she was still thinking. The *repetition* appeared from the word "*really really"*. These words were repeated twice because she wanted to emphasize the utterances. In this *repetition*, the speaker produced the word clearly and without problem. The word "*support-support"*was considered as "*stutter*" because the speaker produced that word influently. When the speaker produced the

word, he produced it by knowing the next utterance he needed. This type is called as *word stutter* because that word is produced in complete form.

Datum 2

> " Why? Because *umm* because in that *umm guan ahh the prisoner the prisoner umm* get some abuse from the *umm from the from the* ministry of *amec* the ministry of America ladies and gentlemen. "

This utterance happened when speaker of positive team tried to explain the problem of the case. The speaker tried to explain what was happening in Guantanamo bay. The explanation of the speaker was considered as *argumentation*. The argument which was stated by the speaker could help them to convince the jury. The *argumentation* is expressed by phrase "the prisoner get some abuse'.

In this datum, there are three types of speech error. In the beginning, the speaker has filler error. The filler showed by producing sound of *"umm"*after word "because".The speaker did not only produced filler *"umm"*but also "*ahh"*. This error happened when the speaker was trying to think what he wanted to explain to the juries .In the beginning, the speaker used two kinds of filler which were classified as filled pause.

The second error was word *"guan" and "amec"*. The words appeared incompletely because the speaker actually wanted to say *"Guantanamo"* and *"America"* as their case. Unfortunately the speaker deleted the next syllable

"*tanamo*" and *"rica"*. The deletion is considered as *"slip of tongue"* with *deletion* type. The last error is repetition. The speaker repeated phrases "*the prisoner"* and "*from the ministry of America*" twice. The repetition happened because the speaker still thought about the next phrases and he also wanted to make it clear what he actually meant.

Datum 3

> '' Tha-that We should know that ahh // yeeah yeah, we-we know that umm there are umm there are ahh prisoner there are terrorist."

This utterance happened when the speaker wanted to remain the juries about the terrorist in Guantanamo. Unfortunately, the speaker could not speak more about what he meant because the error appeared when he spoke.

The utterance showed that the speaker had three types of speech error. Firstly, the speaker started the error with stutter. The stutter happened in word "*that"* and "we". In the first word, the speaker get stutter in the first syllable. In the second word the stutter happen within the word itself. In other word, the speaker get stutter in syllable and word categories. The second error appeared was filled pause. The speaker used two kinds of fillers "*ahh''* and *"umm"*. It appeared after phrases "we should know". When the filler appeared, the speaker was in process of thinking. The last error was silent pause. This error only happened once. The pattern showed that

the silent pause appeared after the filler. It meant that when the speaker used filler as a way to think, he also used silent pause as sign that he needed more time.

Datum 4

" *Umm The the* prisoner can not *umm* does not *have do not have umm umm* what is that ? kind *to // to* treat kind to".

In this utterance, the speaker tried to give more explanation about the condition inside Guantanamo. The speaker wanted to make the juries believe about his argument by saying "*the prisoner do not get the treatment from the guard*". This utterance is considered as argument because the speaker explained about the problem. It was also used to support the previous argument.

In this utterance, researcher finds three types of speech error. It started with the filled pause. The speaker use filler '*umm*' before he gave the argumentation. It showed that he thought about what argumentation he would say. The filler also appeared in the middle of his speech. It happened because the speaker spoke the argumentation while he was thinking and he did not have the right argument. The filler appeared for four times. The next was un-retraced false start. The word *"does"* which appear after filler *"umm"* is wrong. Therefore, the speaker tried to correct the word *"does"* into '*do"* without removing the word before it. In the last of the utterance, the speaker showed an error by silent for a moment while he thought about the next word he wanted to produce. Silent in the utterance is categorized as silent

pause. The silent happens in the middle of fix preposition "*to*". after the silent, the speaker produced the word correctly as he supposed to.

Datum 5

> " And *the the and the and also* they the *the the bb-be* the usa military itself also that give *ummumm mm* reason kind *ff-for* their *to // to* treat ladies and gentlemen."

This utterance happened when speaker explained the reason why the America military mistreated the prisoner. However, the speaker still did not explain clearly about their reason. This utterance is considered as giving argumentation because it was still connected with their argument before. The phrase " the USA military itself gives reason to treat is considered as support argument.

In this utterance, the speaker showed stutter in the beginning. The stutter word happened three times. The first stutter is word "*the*". The second and third stutter is word "*be*'' and " *for*". All of the stutters have different categories. The first stutter is stutter occurred in word. While the second and third stutter are categorized as syllable. Syllable stutter means that the stutter happens only in the beginning of the word "*ff-for*"and "bb-*be*".The syllable is mentioned as "*ff*" and "*bb*". The second speech error occurred was false start retraced. This error happened when the speaker produced phrase "*and the*" into "*and also*". The changing happened in word

*"the"*into *"also"*. This types considered as false start retraced because the speaker still produced the word "*and*" which is correct from the start.

The next error was filled pause. Filled pause error happened only once in this utterance. The error happened in the middle of the utterance after verb. The filler appeared was "*umm*" for three times in same position as sign the speaker need long time to think about the next argument. The last error was silent pause. In the last utterance, The speaker used silent pause to think about the next phrase or word. The speaker used silent for a moment as way to think the right word/phrase he needed.

Datum 6

> " *However their however the* the *minis-the ministry* of America to give to what is that *aah* to give *umm* to give the prisoner necessity ladies and gentlemen."

This utterance happened when the speaker gave the argumentation from the negative team. The negative team explained about the America ministry still gave the necessity which was needed by the prisoner in Guantanamo. This kind of utterance uses to rebut the speaker of the opponent team.

The utterance above showed that the speaker produced three types of error. Firstly, the speaker made mistake in producing phrase "however their" into "how ever the".The word which is wrong in this phrase is "their" and it was changed into "the".

By correcting the word and repeating the phrase or the word before that, this error is categorized as false start retraced. The change happened because the speaker miss used the word he needed. However, the speaker got stutter after changing the word. The stutter happened in phrase 'The-minis-the ministry". It happened because the speaker hardly to produce the phrase. The stutter happened after the article.

The last error happen in this utterance was filled pause. The filled pause happened twice with different kind of filler. The fillers are "ahh' and "umm". Both of the filler appear in short time one. The filler appeared after and before the word with fixed preposition "*ahh* to give *umm* to give". This filler was used by the speaker to think about the right utterance but to use the same fix preposition.

Datum 7

"*And// and* here ladies and gentlemen *//* and here ladies and gentlemen what I have *umm* and here ladies gentlemen the *second-the second* is that *umm* the place of Guantanamo what *I mean* the bloody of Guantanamo its causes some disease ladies and gentlemen."

The utterance happened when the speaker explained about the medical problem inside Guantanamo. The speaker believed that some diseases spread inside that prison. The speaker was considered as giving next argumentation to the jury.

This argumentation is expressed to show if there are many problems in Guantanamo. It is mentioned by the phrase *"the second…etc "*

The utterance showed the error in the beginning of the utterance. The speaker was silent for a moment to think about the next phrase in giving the new argument. The silent moment appeared after the word "*and"*. The silent moment happened twice. The second silent happen was after word "gentlemen". The next error was filled pause. The speaker used filler "umm". This model of filler appeared twice. The first filler appear after verb while the second filler appear after pronoun.

The next error is stutter. In stutter occurred once. The speaker did stutter when he produced phrase "the second-the second". This stutter showed the speaker had problem in producing the word itself. The last error was correction. The speaker did correction when producing word "Guantanamo". The speaker changed "the Guantanamo" into "bloody Guantanamo". He said "I mean" to indicate what he meant. However, by changing the phrase "Guantanamo" into "bloody Guantanamo" it was to emphasize that Guantanamo was a bad place.

Datum 8

"Because *umm umm the fact that // the fact that what what* a some information that I get . There are tweny-seven of *prison* get can-cancer ladies and gentlemen and the nine get ah pre-cancer and *three three* people have died ladies and gentlemen."

This utterance happened when the speaker wanted to convince the jury with their argument. The speaker provided the data or fact that in the Guantanamo there were some prisoners who had cancer. Their data showed that twenty seven prisoners have cancer while nine other had pre-cancer and three prisoners have died. This utterance was considered as giving argumentation. It was used to support the previous argument with the data.

In this datum, the speaker showed four types of speech errors. The first error happened after conjunction "because". In this utterance, the speaker showed filled pause error. The filler happened twice in the same moment. After first filler "umm" the speaker repeated this filler because he needed more time to think about the next utterance. Next, the speaker had error in silent pause. This error happened because the speaker intended to take time to read the point of the argument in his note. The third error is repetition. The speaker repeated word "three" twice. It happened because the speaker intended to emphasize the number of prisoner who died. This error happened after conjunction "and".

The last error of the utterance was slip of tongue. The error happened after preposition "of". The speaker intended to produce word "prisoner" to mention the number of people who suffered from cancer. Instead of producing the word "prisoner", the speaker slipped that he produced the noun word "prison". The change in word "prisoner" into "prison" is considered as deletion slip of tongue. In fact, both of those words have different meanings.

Datum 9

"Okay and then is that *um.. um.. th-the* government site of the house *// try to banned try to banned* Guantanamo bay instead but *they they* do not give up such kind of mechanism why *eh*. Such kind of mechanism *to bay to banned* this kind Guantanamo bay"

This utterance happened when negative team tried to tackle the opponent team. The negative team asked the opponent group about the solution to close Guantanamo. This utterance is considered as rebuttal. The speaker wanted the opponent team to think about the function of prisoner in Guantanamo.

In this utterance, the speaker had filled pause error in the beginning. The speaker used filler "umm" twice in same time. The filler happened because the speaker intended to give argument by reading his point in note. In the first filler speaker showed that he needed more time to read and explain the argument. The speaker used one more filler in order to take more time. The filler used by the speaker is the same.

The second error is stutter. In this type, the speaker used error twice with different category. The first error appeared after using filler. The first error appeared in word "th-the". In that word, the stutter happened in first syllable. The second stutter in this utterance was in word "they". In this word, the stutter is categorized as stutter in word. It happened because the speaker had trouble in producing that word.

The next error done by the speaker was silent pause. The silent pause happened only once. It happened after noun word. The silent is sign from the speaker to show that he need time to remember the words for the argument. The next error in the utterance was repetition. The repetition error happened after the speaker did silent pause. The repetition happened because the speaker forgot the next word and he tried to remember it. In this error the speaker repeat phrases "try to banned – try to banned" for twice. However, in the last utterance, the speaker showed false start. This error happened in phrase "to bay" changing into "to banned". This error considered as false start retraced. It was because the speaker he still repeated the word before changing the word. In the end, the speaker had five error in this utterance.

Datum 10

> "Okay, as we know that oh *umm the-e-e as we know that* the case is
> that the origin of *guan-guantanamo* it self when 11 September *// umm* 11
> September *whereree* there has been a bomb in world trade center in America
> *umm* have and that thing caused by al-Qaeda ladies and gentlemen. "

This utterance occurred when the speaker stated the background of the government to build Guantanamo prison. In this utterance, the speaker was considered giving argument. The speaker argued that Guantanamo had purpose to decrease the terrorism. It can be implied from the sentence "there has been bomb in eleven September did by the al-Qaeda".

In this utterance, the speaker had error after phrase "as we know that". After that phrase, the speaker showed error in interjection. In this error, the speaker

produced sound "oh" as sign that he mispronounced the word or phrases that he intended. The speaker used sound "oh" because he realized that there was something wrong in his phrase. With this sound, the speaker intended to change the word or phrase he needed.

The second error in the utterance was filled pause. The filled paused error happened three times with the same voice "umm". The first filled pause happened after interjection. This filled pause happened because the speaker needed more time to think about the utterance or the argument that he wanted to bring. The second filler happened after error silent pause.In this error, the speakertried to remember the word he meant. The last filler happened after noun "America".

The next error was stutter. In this type, the error happened twice. Both of the stutters had similar category. The *stutter words* were "the-e-e-e" and "guan-guantanamo". Both stutters are categorized as stutter in syllable. The difference was that it occurred in the front of syllable and the last syllable of the word.

The fourth type of error was silent pause. In this type the speaker was silent for moment to remember the argument. The silent happened after noun "September". Silent pause in this utterance happened only once.

The last error was slip of tongue. In this utterance, the speaker produced the word "where" unintentionally and he added syllable "re" in the end of the word. This error was categorized as slip of tongue in point of addition because the speaker added another syllable in the word.

Datum 11

> *"If   just it just* a kind of government *aah mm* prevention   from government of america   to prevent them *por-pp-prevent* them people of the society to againts the   teroristme like 11 september."

The utterance above was produced by the second speaker of negative team. The speaker tried to convince the jury that the purpose of Guantanamo prison was to prevent the American people from the terrorism. He argued that the Guantanamo can help to prevent the terrorist like one in eleventh September. This utterance was considered as giving argument because the speaker explained the function of Guantanamo itself.

In this utterance, there are three speech errors. The first error appeared in the utterance is false start. It happens in the in the beginning of the speaker when the speaker start to give the argument. The speaker repeated the phrase "if just" and changing it into "it just". By changing the wrong word and not repeating the word was categorized as false start un-retraced. In this case, the speaker did not have any word before the correction.

The second error was filled paused. In this type, the speaker had error twice. The error happened after one to another. The filler appeared in this utterance was "aah'' and "mm". The filler 'ahh" happened after noun "government" and the second

filler happened after the first filler. This error happened when the speaker needed long time to think or read the note. The speaker showed that he was still thinking about the argument. Stutter is the last error in this utterance. The stutter happened in word "prevent". In this type, the speaker had difficulty to finish the word. The difficulty appeared in the first syllable of the word. It happened after noun "them".

Datum 12

"At first to say that *// ahh* it break human right because *amm* in Guantanamo *there is no   there is no* (repetition) *amm* there is *because* the prisoner in guantanamo *// they they they* have they don't have *ahh umm* when they get *ahh* when they get the that treat ladies and gentlemen."

The utterance occurred when the speaker of positive team wanted to explain what was happening in the Guantanamo. The positive team gave argument that the officer of Guantanamo broke human right in mistreating the prisoners. This argument was used as "*rebuttal*" to negative team. Negative team said that Guantanamo was to prevent terrorism but they said that the Guantanamo officer did not care about the human right of the prisoners.

In this utterance, the speaker shows three types of error. The first error happened in the beginning after phrase "at first to say that". The first error was silent pause. In this error, the speaker intended to keep silent for a moment as sign to think

about the argument. The silent pause happened twice. The second time, it happened on the noun "Guantanamo".

The second error is filled pause. In this type, the speaker showed error for five times. The first filler happened after silent pause error which meant he added more time to think about the next utterance. The second one happened after conjunction "because". It happened because the speaker tried to remember the word. The third one happened after adjective "no". Next, filler happened in the same condition after verb "have" and "get". The last error was repetition. This type of error happened twice. The error happened in repetition phrase and word. The first error happened when the speaker repeated the phrase "there is no" twice. It happened after the speaker did silent pause. The second one happened in word "they". The speaker repeated the word "they" three times. It happened because the speaker had not finished thinking about the right word for the argument.

Datum 13

> " Because why? that's no *ahh* kind ahh yeah ventile*ven-ven*tilisery (Stutter) and there is no *// and // and and*(Repetition) that place have own extreme time forever."

This utterance occurred when the speaker wanted to support his previous argument about disrespecting human rights. The speaker gave the example to

emphasize his argument. The phrase "that's no kind ventilisery" was considered as giving argument because it was used to convince the juries. Providing example can help the juries believe that his argument was real.

In this utterance, the researcher found four types of speech error. First, the speaker use filler. The error happened after adjective. This Filled pause happened twice. The second filler happened after verb "kind". In addition, filled pause happened before and after word "kind". The second error was stutter. In this type, the speaker got stutter in word "ventilisery". The stutter happened in this word was categorized as syllable. The error happened in the first and second syllable of the word. It happened because the speaker had trouble in producing the word. It showed that the word "ventilisery" had complex pronunciation.

The fourth error in the utterance was silent pause. Silent pause types happened twice. The first error appeared before word "and". The second one happened after word "and". In other word, the silent pause happened before and after word "and". It was considered as conjunction. The last error was repetition. In repetition, the speaker repeated the word "and". This word was repeated twice. The repetition happened after silent pause. In other word, it happened after the other types of speech error.

Datum 14

"And then *//* and *//* but is *ahh about this // about this* prison I want to *ahh* we believe that there is a solution *to to to to* solve this *to to* close *oh* we want to close this."

This utterance happened when the speaker wanted to give argument to the negative team that there was solution by closing the Guantanamo. From that case, this utterance was considered as rebuttal to tackle the negative team.

In this utterance, the speaker had four speech errors. The first speech error appeared in the utterance was silent paused. This error happened for three times. The first and the second happened in the same times. It happened before and after the word "and" while the third happen after word "this". The silent moment of the speaker indicated that the speaker was thinking about the argument. The second error was filled pause. In this filled pause, the speaker used the same types of filler. The filler in this utterance appeared twice. The first filler appeared after verb to be ''is'' while the second happened after "to infinitive". The filler used by the speaker to think the right word in the argument.

The next error was repetition. In this type, the speaker had repetition error twice. The speaker repeated words "to" for six times. The first time, the speaker repeated four times while the second one he repeated twice. First repetition happened after noun and verb while the second happen after conjunction. The last error in this

utterance was interjection. In this error, the speaker used "oh" as sign to remember the right phrase he wanted to produce. The changing word happened after verb "close". Sound 'oh' showed that the speaker was successful to use the right word.

Datum 15

"Why? Because international justice have *ahh* have a legal principle of *internatic* of internationall justice And the international justice *will will ahh* give a more social like *ahh* and usual."

This utterance was produced by negative team. The utterance above was the solution that the positive team gave. The speaker argued that there was still international justice in this world. The speaker believed that international justice would be useful that Guantanamo. The punishment could be in good way. This utterance was categorized as rebuttal because it was to answer the question of negative team.

In this utterance, the first error appear was filled paused. The speaker used the same filler in filled paused. The filler that the speaker used was "ahh". This filler "ahh" appeared three times. The first and second filler appeared after "to be" while the third filler appeared after adjective. The filled pause happened because the speaker tried to remember the word or phrases he needed. The second error was false start. False start happened in phrase "of internatic". The speaker mispronounced the word. Then, the speaker corrected the word "internatic" into "international". While

the speaker corrected the word, the speaker repeated the word before it "to" which was correct. The word repetition was considered as false start retraced. The last error happened was repetition. In this type, the speaker repeated auxiliary verb "will" twice. The repetition happened after "international justice". This repetition happened because the speaker was trying to remember the proper word.

Datum 16

"And that will be get impact *if ififif Americe not not* established *back back* to another country because America is *Ah* superpower country. Thank you."

This utterance happened because the speaker explained how important Guantanamo was for America. It can cause another country or terrorist to attack America. The speaker also emphasized about the power that America had. This utterance was categorized as giving argument by showing the importance of Guantanamo to the state.

In the utterance above, the speaker showed stutter. The stutter happened only once in the beginning. The stutter happened in word "if". In this type, the speaker had difficulty to finish producing the word. In this utterance, the speaker repeated the stutter four times before stopping. The word "if" was categorized as stutter in word. The second error was slip of tongue. In this error, the speaker tried to produce the

word "America" as the country. In producing the word, the speaker miss-pronounced "America" into "Americe". This unintentional error was considered as slip of tongue and it was categorized as preservation. The preservation happened after the stutter.

The third error was repetition. The repetition happened twice. The first repetition happened after the preservation. The first error was in word "back". The speaker repeated the word twice. The second repetition happened in word "back". In this word, the speaker also repeated it twice. The repetition of that word happened after adjective "established". The repetition error happened because the speaker role in remembering the next explanation on the argument. The last error of the utterance above was interjection. In this error, the speaker use "ah" voice as sign he knew what he wanted to argue. This error happened after producing phrase "America is" to explain about what America was.

Datum 17

> " and next is *ah* (IJ) I want to clarify why *there is there isthere is some there it* (repetition) some crime there are of *ahhPhsy-physical (stutter)*punishment in the guantanamo."

This utterance occur when speaker want to give argument about clarifying the reason of the crime in Guantanamo. The speaker believes that there is a crime in the

Guantanamo. in the last utterance, the speaker stated that there is physical punishment happen in Guantanamo. The utterance above is considered as giving argument.

In this utterance the speaker shows the error interjection in the beginning argument. The speaker use voice "ah" to recognize the clarification of the argument. The speaker use voice "ah" happen because the speaker change the point of argument. This error happens after verb "is". The second error is repetition. In this error, the speaker make mistake repetition twice. The first repetition happen in phrase "there is". In this phrase the speaker repeat it for three times. It happen because the speaker in condition of thinking. After that repetition the speaker still repeat the phrase with adding a new word. The phrase "there is some" happened twice. The second error happened after the first error. While the first repetition appeared after "adjective" word.

The third error is filled pause. In this types, the speaker use voice 'ahh" as sign the speaker remembering the word he want to produce. This error happen after conjunction word "of". In the last utterance the speaker get stutter for word "phy-physicall". The stutter happens in the first syllable of the word. This error is considered as stutter syllable. The stutter itself happened after the filled pause error. In the end it shows that in this utterance the speaker have four types speech error dominate by repetition for twice.

Datum 18

" 12. and next *// ahh ok // ok and and* also they want to get *ahh some some some* kind of *ahh* how do you say it move *ahh* moving it *theiill* to another."

The utterance above occur when the speaker questioning solution of the positive team. In this case the speaker tackles the positive as the supporting team to close Guantanamo. The negative speaker try to rebut the positive whether or not want to close or not. This respond categorize as rebuttal because it the respond of negative team about the positive team argue to move the prisoner to another place.

In the utterance above the speaker have four types of speech error. The first speech error appear in the beginning of the utterance. In the beginning, the speaker is silent for a moment before continuing the argument. The silent moment between one word to another words is considered as silent pause. In this types, the speaker need take time to think the next word or phrase that will he spoke.

The second error is filled pause. The filled paused error identify from the filler that show between one word to another. In this utterance the filler appear after silent pause moment "//" and before adjective word "ok". In this case, the filled pause appear because the speaker add more time for his to think. In the utterance, the filler appear five times. The second and fourth happen after verb part of speech "get'' and "move''. While third filler appeared after the conjunction word "of".

The third error is repetition. The repetition happens twice in this utterance. the repetition happen in word "and" and "some" The first repetition happened after adjective word 'ok' while the second happen after filled pause error "ahh". The last error speaker made is slip of tongue. This type can identify by miss-pronunciation the word "their". In this error, instead producing "their", the speaker get slips of tongue by pronounce it into "theiill". The error is considered as slip of tongue in categorized preservation. It is because the word almost has similarity sound from pronunciation.

Datum 19

"In many times the officer of the Guantanamo doing *do-do* (stutter) always *I mean* (correction) *ahh* in many time *do-do-do* human abuse // that is the *that is that is* the reason why we must *wh-why* (stuuter) we must close the Guantanamo."

This utterance happens when the speaker explain about the problem inside Guantanamo. This argument used as reason to close Guantanamo. the utterance also support the problem of Guantanamo which have explain before. In the last utterance convince this is the stronger reason of their team to close Guantanamo.

In this utterance, the first error speaker made is stutter. The stutter error happen twice. The first error happen in word "do" while the second happen in word "wh-why. The first word indicate the speaker have stuttering in word completely. While the second stutter happened in first syllable of word "why". In that word the

speaker get trouble to producing the word. both of the stutter happen after "verb" . The second error in the utterance is correction. In this types the speaker use "I mean" phrase for correction. It happens when the speaker want to tell the right purpose of his argument. The correction happened after adjective "always" word.

The next error is filled paused. In this utterance the filler only appear once. It happen after the correction of the speaker. The filler shows that there waiting moment of the speaker before continuing the argument. The filler used by the speaker is "ahh" voice. The forth error is repetition. The repetition error happened twice. The first error happened in word "do". The speaker repeats the word for three times in a row. It happens after the speaker producing adjective word "times". While The second error happens in phrase " that is ". The speaker repeats these phrase for three times before continuing the argument. The last error in the utterance is silent pause. The speaker use silent pause before continue the argument. The silent pause happens after verb "abuse". The speaker indicates use silent moment to think the right word in arguing the idea.

Datum 20

"And the second is *//and the second is and the second is* like my first *sp-speaker* says that there is no *uncertainsy* time when the *prisoner* get the final justice ladies and gentlemen."

The utterance happen because the speaker give their second argument which is emphasize the previous the speaker. The speaker argues that there is no certain time when the prisoners get their punishment. Following this fact, the speaker thinks that they have to get punishment with exact time.

In this utterance, the first error shows after verb "is". The error is considered as silent paused. The speaker is silent in the moment without any voice before continue the argument. In the silent position the speaker is reading the point the note. the silent pause error happened once. The second error in the utterance is repetition. The repetition error happened in phrases "the second is that". The speaker repeats the phrase twice because he thinks about the next argument. The repetition error happened once. The next error is stutter. The stutter error happened in word "speaker". In this word, the speaker has trouble in producing the first syllable of the word. this error is considered as stuttering in syllable. The stuttering happen after adjective word "first". The stuttering error happened only once. The last error happened in word "uncertainsy". In this word, the speaker unintentionally gets slip on tongue. The speaker suppose to producing "uncertainly". The similarity of pronunciation, the speaker miss pronoun in the end syllable of the word which is "ly" becomes 'sy". This types of slip of tongue is considered as preservation based on the similarity sound.

Datum 21

> "We want to bring it to international justice system because becaus*e* why? Because we want *investigate the investigate* them and we want to we want to know clearly *mmm i-i-i-if* we want to know clearly and we want to know deeper *ahh* who is the *terroristm* (AD/terrorist) itself. "

This utterance occur when the speaker explain the reason of their argument about bring in the problem of terrorism to international justice. They realize that international justice will get the real terrorist and knowing the deeper about their system. The speaker tried to convince the juries that the final Justice is more useful than Guantanamo itself.

In this utterance, speaker has five types of speech error. The first error happened in conjunction word "because". In this word the speaker repeat the conjunction twice. The repetition of the word is considered as repetition error. The repetition happens after phrase "international justice system". The second repetition happened in phrase "we want to know". In repetition happen after conjunction word "and". The speaker repeat the phrase twice. The second error happened in phrase "investigate the". In this phrase, the speaker changed the word "the" into them'. This model of changing is considered as false start. In this types of error the speaker repeat the word "investigate'. Repeating the word which is correct before correcting the wrong word is categorized in false start retraced.

The next error is filled pause. It shows that the speaker use voice "mmm' and "ahh'. Both of fillers happen after the speaker produce adverb. The first adverb is "clearly" and the second adverb is "deeper". Furthermore, after the first filler appear, the speaker get stutter in producing word "if". In this stutter error the speaker is troubling in the first syllable of the word "i-I".

The last error of the utterance is slip of tongue in point of addition. It happened after verb "is". The error happen in word "terroristm". In word "terrorismt" the speaker is suppose to produce "the terrorist". It indicate from the word "who" which is means the people. In fact the speaker miss pronoun in the "terrorist" word become "terroristm" by adding syllable 'm' in the end.

Datum 22

> "And then, // So what so what after so what *oppoeficer* the opponent team *that the* // *that the* //that if we *dis-close* the *bout* if we   close the Guantanamo it can be impact the government have // it can be it can *be-e-e* (stutter) a *made* government is bad ladies and gentlemen.

This utterance happens when the speaker repeating about the opponent argument. Opponent team argue that close Guantanamo can make the government bad. In this utterance, the speaker is repeating the argument of the opponent team before rebut the point.

In this utterance, the first error happen is silent pause. The silent pause error happen after the speaker start to speak. It happens after phrase "and then'. The speaker is silent for a moment before continuing giving the argument. the silent pause error happens four times. The second and the third silent happen after the article "the". While the fourth silent happen after the speaker produce verb to be "have". The second error happens in phrase " so what'. The phrase is repeating twice. It happen when the speaker in condition thinking the next phrase. The next speech error appears in the utterance when the speaker produce phrase "so what". The speaker gets error in producing word "oppoeficer". This word is considered as slip tongue. It shows that the word "oppoeficer" is mixing from two word "opponent" "and officer". The mixing of that word include in slip of tongue in point of blends. The speaker want to produce the word " opponent".

The next error was slip of tongue substitution. It happened in word "dis-close". In this word, the speaker intends to explain that his team is support to close the Guantanamo. In fact, the speaker gets slip of tongue in producing the word "close". The error happened by adding the suffix in front of the word. by adding suffix in word "close' become "disclose" it changes the meaning of the word. The last error in the utterance is stutter. Stuttering happened after word pronoun "it". The speaker get stutter in word " be". In this error, the speaker has difficulty to stop producing the last syllable of that word. The error is considered as stuttering in syllable.

Datum 23

"And, you know *if the if the* if the government want to close want to close this this Guantanamo It means that umm the society has the society has ahh get the society get get*unde-demon-demonstrator* it means that *ahh* it can be disturb *the-their I mean* it can be di-disturb the *societ* it can be disturb the system of a usa itself."

The utterance above happens when the positive replier speaker explain what will happen in the society. The speaker states before about the background of Guantanamo. The speaker believed that there will be internal problem between government and the society.

In this utterance, the speaker gets error when the he start to speaks. The first error appeared after the speaker produce verb "know". The speaker gets repetition in phrase "if the" The phrase is repeating twice. It happens because the speaker tried to remember the word to complete the argument. The second error happen in this utterance is filled pause. The speaker use kind of filler "umm' and "ahh'. The filler appeared three times. The first and third fillers appear after conjunction word. The first filler the speaker use 'mmm' voice while the second filler is "ahh" voice. In second filler, the speaker used kind of "ahh' voice. It happens after the speaker produce verb "has".

The next error is stutter. It happened in word "undemonstrator" , "their" and "disturb". In those words, the speaker has difficulty on producing and finishing the words. In first stutter of word "undemonstrator' the speaker difficult to produce the first and second syllable "un" and "der". While the second and third stutter happen in the first syllable of word "the" in word "their" and syllable "di" in word disturb. The last error happened in word "society". In that word the speaker mispronounce the word because get slip of tongue. The speaker when produce the word unintentionally deleting the last letter "y' of the word. The deleting "y" syllable is considered as slip of tongue in point deletion.

Datum 24

> "And for the international *they-they ahh* believe that *tbe ahh* they believe that the main problem *offer* of *themain* problem of *main* problem why they want to close the Guantanamo itself."

The utterance occur when the negative speaker try to emphasize the main problem of the negative reason to close Guantanamo. The speaker tried to make sure that the negative reason is final justice. This utterance used as point to rebut the positive team.

In this utterance, there are for types of speech error appear. The first error in the utterance is stuttering. The stuttering happens after noun word "international". It

happens in word "they". In this word, the speaker get stutter by word. The second error appeared after the stutter itself. The speaker use filler before continuing the word. Using filler in the utterance is considered as filled paused. The filler that used by the speaker is 'ahh' voice. The filled error happened twice. The voice happen after stutter as stated before. While the second stutter happen before pronoun word "they". The next error appeared after conjunction word "that". In this error, the speaker mispronounces word "the' into "tbe". In that word,the speaker get slip of tongue in letter 'h' then change it into letter 'b". The sound of the word has a similarity. The similarity of the word is considered slip of tongue in point preservation. In the middle of utterance, the speaker suddenly gets one more times slip of tongue. The second slip of tongue happened in word "of". in this word, the speaker unintentionally add the syllable in the end of the word. The speaker add syllable "er" and the word becomes "offer". It happens after phrase "the main problem" This slip of tongue is categorized in point addition.

Datum 25

> "because of what because of *th-there* is no such kind of *ahh* such *krind* of tried of interrogation or *krind* doing interrogation *that will that will* make some kind of criminal will admit what criminal is."

In this utterance the speaker wants to remain the juries that there is no interrogation from the officer to force the prisoner to admit the criminal to innocent

suspect. This utterance is categorized as conclusion because it say by the replayer speaker.

In this utterance, the speaker gets error after producing one phrase. after producing the phrase, the speaker have stutter in word "there". In that word, the speaker get stutter in first syllable "th". It shows the speaker fell difficulty to produce the word in the first syllable. It happens after the speaker produce conjunction word "because". The second error appear after the produce phrase "such kind of". before continuing the next phrase, the speaker producing the filler voice "ahh". The filler voice only happened once in the utterance. Appearing the filler is considered as filled pause. The next error happened in word "kind". In this word the speaker suppose to produce "such kind" phrase. Accidently, the speaker adds the letter "r" in the middle of the word. the word change from "kind" becomes "krind". This error is identified as slip of tongue in point of addition. This type happened twice with the same word "kind". The last error happen in phrase "that will". In this phrase the speaker repeat the phrase twice. It used by the speaker in ways to think and remembering the word he needs. The repeating word is considered as repetition. In the end, this utterance showed that the speaker get four types of speech error.

Datum 26

"and then the *emm* because *the-the* the people *in* America the society *Ameri already already mmm* feel traumatic and danger about *th-that* happening 11 september ladies and gentlemen."

In this utterance, the speaker try to remain the juries how traumatic the tragedy eleven September that. The tragedies made the society very traumatic and as solution to terrorist the speaker build Guantanamo. As speaker is replier this utterance considered as conclusion from negative team.

In this utterance, the speech error occurs four times. The first error happens after the speaker produced the article "the". The speaker used filler of "emm" voice because try to remembering the next argument. In this utterance, the filler appear twice. The second filler occur after producing adverb "already". The filler error is considered as filled pause types. The second speech error appear in word "the'' and "that". When producing that words the speaker get stutter. In the first word, the speaker has difficulty to stop producing the word only once. The stutter happen in word not syllable in this case. While the second error occur when the speaker get difficult to produce the word in the first syllable "th".

The next error happened in the utterance is slip of tongue. This error happen when the speaker producing word "America". In that word, the speaker gets slip in

the end of the word. In the end of the word, the speaker do not produce the word completely instead the speaker delete the syllable "ca" from "America". The deleting syllable is considered as slip of tongue deletion. After the slip of tongue happen, at the same time the speaker continue getting the error. It happens when the speaker producing word "already". The "already" word repeated twice. The repeating word is considered as repetition. In addition, in this utterance the speaker get error for three types continually. The error are "slip of tongue deletion", repetition and filled pause"

Datum 27

" we know that-*that th-the* the abuse *really really* happen and that because why? *In-in-in* news is really *oh* all the media in the world expose this like *we know we know* that really really happen."

This utterance occur when the positive speaker emphasize about the argument of his team. The speaker remembering the jury that the argument that they bring is based of the reality that happen. The speaker state that the media has blow up the abusement itself.

In this utterance the speaker has three types of speech error. The first type shows in the beginning of the utterance. After producing one phrase, the speaker gets error in producing word "that". In this word, the speaker has two kind of stutter. The first stuttering happened by word "that" by repeating the word twice. This kind also

happens twice in middle utterance of the word "in" because speaker get stutter it for three times. While the second kind happened only in the first syllable "th". It happens only once.

The second type of speech error is repetition. It happened after verb "abuse". The speaker repeats word "really" twice. The error in that word happens twice. The second error happen in then of the utterance after conjunction word "that". The repetition error happens again in phrase "we know". In that phrase the speaker repeat the phrase twice. It happened after adjective verb "like". The last error in this utterance happens after verb "is". The speaker use voice "oh" before he change the phrase. The voice oh is considered as interjection. In this error the speaker change word "news'' and make it as "all media'.

3.1 Discussion

In the communication, people frequently experience in the hesitation when they speak. This problem is quite common because most human will speak imperfectly under several conditions. According to Rose (1998), hesitation is used to take a breath during speaking, to prepare, to continue speaking, to be a signal for people to end or to take their speaking turn.

In this part, the discussion of the finding is necessary to answer the two research problems. They are to mention types of speech error and in what debate component the speech error occur.

3.1.1 Types of speech error expression in Maliki National Tournament.

Clark and Clark (1977) stated that speaker will hem and haw, repeat and correct themselves, and stutter and stammer when the speaker perform spontaneous speech without preparation. In addition, they further explained that spontaneous speech without preparation can be very raw as well. Therefore, it can be implied that spontaneous speech, as in debate, may potentially cause speech error. The correct way of the utterance shows that there are speech errors in the speech (Clark & Clark, 1977). The common types of speech errors are *silent pause, filled pause, repeats, false start (retraced & unretraced), correction, interjection stutter and slip of tongue (*Clark & Clark, 1977). Fromkin is the linguist who concerned more on speech error in his works, especially in slip of tongue. Most of his works are cited in Clark & Clark to support their concept on speech error. Fromkin divided the slip of tongue into eight sub-types (Caroll, 2008). The sub-types are *shift, exchange, anticipation, preservation, addition, deletion, substitution* and *blend.*

After presenting and analyzing 28 data of speech error of the debaters, the researcher find all types of speech error based on Clark and Clark theory except slip of tongue types based on Fromkin. The types of speech errors frequently found are filled pause, silent pause, repeats, false starts (retraced and un-retraced), stutter, correction, interjection and slip of tongue (preservation, deletion, addition, substitution and blends). There are three kinds of slip of tongue namely shift, exchange and anticipation are missing.

1. Filled paused

Filled pause is the error in the middle process of speaking which have gap filled or sound (Clark & Clark, 1977). Adding the articulation of some sound or filler can be form of *uh... umm...ahh.* The data shows the domination speech error in the utterance is filled paused. This type is commonly used by the speaker while giving the argument. Based on the explanation, the utterance categorized as filled pause if the speakers use that kind of sound into their utterances. The adding the sound can be in the front, middle or the end of the utterance. The data shows that the speakers frequently uses filled pause. *For example in datum 1* "and here *umm* we *really really* to close *support support* this motion have to close guantanamo". The filler commonly appears when the speaker tries to remember the next phrase or the speaker is in condition of reading the note of argument. This type appears in twenty three data such as 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, etc. In other word, the filler happens 85% out of 100%. The most error occurs was filler pause. It happens after the speaker produces conjunction words "that" and "because. The "that" word that stands as conjunction dominates the error which is appearing twelve times.

2. Stutter

Stutter is the error that happens when the speaker produces a word or phrase but she or he has difficulty to finish it (Clark & Clark, 1977: p273). For example in datum 11 *"If just it just* a kind of government aah mm prevention from government of America to prevent them *por-pp-prevent* them". The word prevents stuttered in

the first syllable. Meanwhile the stutter of word for example happens in datum 1 "and here *umm* we *really really* to close *support support"*. The speaker unintentionally stutters in producing it. The stutter error happens for 21 times or in 75% datum, for example in datum 3, 5, 6, 7, 9, 10 and etc. The most error happen after the speaker use verb word such as close, is, must, can, disturb, get and know. It does not dominate one word to another.

3. Repeats

The third is repetition. This error occurs when the speaker repeats the same word in the middle of producing the utterances while the speakers read or think something. Clark and Clark (1977) noted that repeats are repetitions of one or more words in a row. Repeats are divided into two categories; those are repetition of phrase and repetition of word. In this research the speakers use both categories of repeats. Repetition of phrase means that the speaker repeats not only the words but also phrases while the repetition word means speaker repeat the word only not phrases. Repetition in word for example happens in datum 1 *"and here umm we really really".* While the repeat in phrase shows is *datum 2" the prisoner the prisoner umm get some abuse from"* The repeats error types appear for 21 times such as in datum 2, 8, 9, 12 and etc. the character repeats error happen after the speaker produce noun, conjunction, adjective, verb and preposition and article. The domination error happens after producing noun for nine times. The repeats error happen because the speaker in condition of remembering the next word or utterance of the argument.

4. Silent pause

Silent pause is the silent period in the middle of the utterance. Clark and Clark (1977) explain that silent pause is condition when in period of no speech between two words. Silent pause condition shows that there is no word or sound to fill the gap, it is determined by the length of the silence. The speaker just keep silent while he think the next utterances. In silent period, speakers do not produce any sound or word to fill his pause. The silent moment only happen for a while not for long. In this research the silent pause appear *for example in datum 3 "*And // and the // and here the second that // the second is that-get (stutter) in get that Guantanamo itself, the // the prisoner umm*"*. The speaker takes a silent a moment approximately 0.5 seconds before continuing what he's talking about. In some data shows that silent pause would appear more than once in one utterance. Silent pause also appear in data 4, 5, 7, 8 and etc. The frequencies of this type occur for 15 datum out of 28 datum. It means 54% data indicate have silent pause error. The characteristic in this data shows that mostly happen after the speaker use conjunction "*and*" and "*that*". The "*that*" word's dominate the error itself. This word appears four times. The silent moment that used by the speaker happens when the speaker need time or reading the note to continue argument.

5. False start

Fourth is false start. False start is condition when the speaker changes the word because choose to correct the word (Clark & Clark, 1977). The filled pause un-

retraced means the speaker do not repeat the word before corrected word. While filled

pause (retraced) means that the speaker repeat the word before the corrected the word

(Clark & Clark, 1977). The changing word is to choose the right word to the context

speaker need. In this research the speakers uses both false starts retraced and un-

retraced. The false start un-retraced for example appear in datum 4 "Umm The the

prisoner can not umm *does not have do not have*". The changing word *does not in*

into *do not* without repeating the word before is considered as un-retraced. The error

appears in datum 11. While the example of false start retraced is in datum 5 "And the

the *and the and also*". The other error appear in datum 6, 9, 15 and 21.

6. Interjection

The interjection is the condition of the speaker while stop the speech by

giving the signal. As state in Clark & Clark (1977) the speaker has had to stop to

think about what to say next. The signal that categorized as interjection are *oh, ah,*

well and *say* James cited in Clark & Clark 1977. Four types of interjection signal

have their own classification. The *oh* signal classified as referent selection, the *ah*

signal classified as memory success, the *well* signal classified as word approximation

and *say* signal as exemplification. For example in datum 10 "okay, as we know that

oh umm the-e-e as we know that the case is that the origin of guan-guantanamo.

The speaker used voice "*oh*" as sign that he realizes something then change the

phrase or the argument he suppose to. This kind of error happens in another datum

such as 14, 16, 17 and 27. As graphic, the interjection happen 18% out of 28 data.

The character error mostly happen when the speaker used verb. The verb "*is*" is the mostly word used by the speaker. This word appears twice in interjection error. The interjection error happen when the speaker forgets about the word he wants to refer or in other condition they want to use the right word or selecting the word of several possibilities (Clark & Clark, 1977).

7. Correction

The correction has similarity with the interjection. This type also happens when the speaker stop the speech by giving the signal before continue it (Clark & Clark, 1977). It is different with interjection, the error considered as correction when one of the signal *I mean, that is, well* and *or rather* before continue the speech. Moreover, *that is* signal explain as reference editing, *or rather* as nuance editing, *I mean* as mistake editing and *well* as claim editing (Dubois, 1975) cited in Clark & Clark 1977. For example in datum 7 "the place of guantanamo what *I mean* the bloody of Guantanamo its causes some disease ladies and gentlemen." The speaker use phrase correction " I mean" as make sure what the speaker really want to explain. Another correction happen in datum " 19 and 23". In this data there is no domination of the word because the speaker gets correction once for each part of speech.

8. Slip of Tongue

    a. Preservation

Preservation happens when an earlier segment replaces a later item (Caroll, 2008). For example in datum 16 "And that will be get impact if if if if (Stutter) *Americe* not not". In this data shows the preservation happen in word "americe". The speaker get slip in the last syllable of that word which is he suppose to produce "America". This error happen in other three datum such as 18, 20, 24. As graphic, it happens in 14% data. The preservation error happens after the speaker produce preposition, noun, adjective and conjunction such as it, no, that and if. There is no domination in this types because the part of speech and the word appear only once.

    b. Addition

Addition is the error by adding the material to the word unintentionally (Caroll, 2008: p195). This types happens for example in datum 10 "it self when 11 september // umm 11 september *whereree* there has been a bomb". In word "where" the speaker unintentionally add more syllable "re". Therefore, the speaker produce *wherere* instead *where*. The addition error also appear in three other datum such as 21, 24, and 25. This error have similarity frequency with the preservation which is happen 4 times. The characteristic of addition

mostly appear after the speaker produce noun, verb and preposition such as of, or, problem, is and September. In this error both preposition and noun appear twice. Based on that data, there is no domination in this types.

c. Deletion

The deletion is the speaker get slip by adding any syllable to the word (Caroll, 2008: p195). This type happens for example in data 23 "it can be di-disturb the *societ* it can be disturbed ". The error shows from word "societ". In that word the speaker deleting the last letter "y". The similar error appears again in datum 26, 1, and 8. In total it happen for 4 times. The character of this error happens after the speaker produce preposition "of". it words appear twice before the error.

d. Substitution

Substitution is using the right word to the utterance but has incorrect meaning to on the purpose / utterance (Clark & Clark, 1977). In other word, the speaker miss to use the that support the right meaning (intended). For example in datum 22 "that if we *dis-close* (SU / close) the bout if we close the Guantanamo". The error happen in word " disclose ". In this utterance, the speaker supposes to produce

"close" based on of his position to the case as positive team. The speaker accidently substitute word 'close' into 'disclose' because of the slip of tongue. The word appear after producing pronoun "we". This kind of error happen only once during the debate.

e. Blends

Blend is the error of speaker when producing a word by fusing the two words by slip (Caroll, 2008). This types happens For example in datum 22 "So what so what after so what *oppoeficer* (SOT/Opponent) the opponent team." The error happen in when the speaker produce "oppoeficer". The speaker gets trouble when producing of one word he need. The speaker blends the word "opponent" and "officer". Base on the case the word is usually used in process of debate. The blend itself happens unintentionally. This error only happens once during the debate similar substitution. The error appear after the speaker produce question word "what".

3.1.2 The debate elements supporting the occurrence of domination speech error in Maliki Debate

The second research problem of this study is "How do the contexts support the occurrence of the dominant speech error in the debate Tournament?". Accordingly, it is very important to discuss the element of

debate in which speech error happens in Maliki National Debate Tournament. The debate element here means the types of the debate speech where the speech error occurs. The elements are introduction, definition, re-contextual issue, giving argument, rebuttal, emphasizing position and summary. In this research, the errors appear only in some context. The debate element in which the speech errors occurred are: emphasizing position, giving argument, rebuttal and summary. The other kinds of errors do not appear in the three debate elements as much as the others. The three debate elements which do not show any errors are introduction, definition and re-contextual.

1. Giving Argument

    Speaker is expected to give explanation on how they can support or stand on their position on the case. Giving the argument used to persuade the juries to stand with them. While giving the argument the speaker can use the data as the fact to the case. It is as stated in Sonreich (2012) that giving argument must be logic, no use feeling, religion and if necessary providing evidence is highly recommended. The error in this context is for example in datum 20 "And the second is // *and the second is and the second is* (repetition) like my first *sp-speaker* (stutter) says that there is no *uncertainsy* (SOT/uncertainly) time when the *prisoner* get the final justice ladies and gentlemen." In this datum the speaker gets 4 types error. The errors are *silent pause, repeats, stutter* and *preservation.* The other example of this context

also happen in datum 2, 4 ,5 7, 8 and etc. For this context the error happens 14 times.

2. Rebuttal

The response of the speaker while the opponent teams tackle their argument is provided in rebuttal. Holvorson & Koshy, (2006) argue that rebuttal is the change of the speaker to again the argument of the opponent team. The rebuttal argument usually has attacking characters. It is fundamental component in debate itself because the rebuttal is the representative respond to the argument by the speaker to other speaker (Simon, 2005). In rebuttal, the speaker show the error for example in datum 18 "and next *// ahh ok // ok and and* (repetition) also they want to get *ahh some some some* kind of *ahh* how do you say it move *ahh* moving it *theiill* (SOT)) to another." In this error the speaker rebut the positive team about moving the prisoner to another place. Based on the case the positive team is supposed to argue to close Guantanamo. The datum that has error in the context of rebuttal appears in datum 6, 9, 12, 15 and 24.

3. Emphasizing position

Emphasize position is the chance of the speaker to stand on their argument. This context shows the teams whether or not stand on argument or opposing their argument. For example in datum 1 "and here *umm* we *really really* to close *support support* this motion have to close guantanamo." In this datum the speaker state "we really –really support –support this motion". This

phrase shows how the team emphasized their position as positive team in which they agreed to the of closing Guantanamo. The error in emphasizing position only appears once during the debate.

4. Summary

In the summary context, the speaker will repeat the whole argument of the team. Simon (2005) stated that the summary shows all the arguments that have been stated by all speaker of each team in short terms. Usually the speaker will strengthen their argument or the rebuttal in case to convince the jury. In this context, the speaker produced error for example in datum 27 "we know that-*that th-the* (stutter) the abuse *really really* (repetition) happen and that because why? *In-in-in* (stutter) news is really *oh* (interjection) all the media in the world expose this like *we know we know* (repetition) that really really happen.". As stated before, the summary means the speaker repeats the whole argument in short time. This summary is expressed by the replier speaker of the team. In other word the argument categorized as summary can be indicated from the replier speaker. The other example of this context showed in datum 26 and 25.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher provides conclusions and suggestions of this study. The conclusions are intended to explain briefly the answer of the research questions, while suggestions are given for the next researchers and the debaters themselves, especially for the English Department students.

4.1 Conclusion

The results of this study showed that types of speech error given by Maclay & Osgood and Fromkin are applicable in the Mandate Debaters. The types of speech error that dominated the data are *filled pause* that mostly produced after conjunction word "that" and "because". The *stutter error* happened after the speaker produces various verbs including *close, is, must* and etc. The *repeat* happened after speaker produced various nouns such as we, Guantanamo, justice and etc. *Silent pause* mostly happened after conjunction "that". The *false start un-retraced* happened after verb and article. Meanwhile, *false start retraced* happened after noun and verb. The characteristic of *interjection error* is that it happened after producing verb "is". The *correction* happened after adjective and adverb. The *preservation* happened after preposition, noun, adjective, and conjunction. The characteristic of *addition* is that it happened after preposition and noun. The *deletion error* happened after preposition

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"of". The *blend* happened once after the speaker produced pronoun "we" *and substitution* happened after speaker produced word "what". From the types of speech error above, there are three types of slip of tongue point that did not appear. These types include rehearsal, shift and anticipation.

The various types of speech error occurred mostly in four debate elements namely giving argument, rebuttal, emphasizing position and summary. The domination error happened in giving argument. While in the introduction, re-contextualizing issue and giving definition, the speech errors shown were not various. They only showed one or two types of errors.

4.2 Suggestion

From this research, the researcher hopes that it can help the speakers, in this case are debaters, who commonly speak quickly. Firstly, the speaker can minimize the speech error especially filled pause. At least, they can prepare themselves before performing in debate tournament. As matter of fact, the quick speech can make the speaker produce error, so that they can speak in common speed fluently.

As this research found out that the speech error mostly happened in giving argument, the speakers should present their argument carefully. They can prepare the argument by noting the points in sequence. In addition, the speaker should also be careful when doing rebuttal as it is the second place where speech error dominated.

Second, the next researchers can use others theories to see whether there is similarity or different finding. The next researcher can explore the latest theory about speech error theory to help them understanding the data.

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Datum	Speaker	Utterances	Speech Error								Slip of Tongue							
			FP	SP	RP	FSU	FS	ST	CR	IJ	SH	EX	AC	PV	AD	DE	SU	BL
1	S.1.1	and here umm (FP) we *really really* (repetition) to close *support support* (stutter) this motion have to close guantanamo.	✓		✓			✓										
2	S.1.3	8. Why? Because *umm* (FP) because in that *umm guan* (DE) *ahh the prisoner the prisoner umm* get some abuse from the *umm from the from the (RP)* ministri of *amec* (DE) the ministry of America ladies and gentlemen.	✓		✓											✓		
3	S.1.5	And // and the // and here the second that // the second is *that-get* (stutter) in get that Guantanamo itself, the // the prisoner *umm* cannot get the *prigioner* cannot *ah* get certain certainly.	✓	✓				✓										
4	S.1.9	24. *Umm The the* prisoner can not *umm* does not *have do not have umm umm* what is that ? kind *to // to* treat kind to	✓	✓		✓												
5	S.1.10	26. And *the the* (stutter) *and the and also* (FSR) they the *the the bb-be* (stutter) the usa military itself also that give *umm umm mm* reason kind *ff-for* (stutter) their *to // to* treat ladies and gentlemen.	✓	✓			✓	✓										
6	S.1.11	28. *How ever their how ever the* (FS) the (stutter) *minis-the ministry* (stutter)of America to give to what is that *aah* to give *umm* to give the prisoner necessity ladies and gentlemen.	✓				✓	✓										
7	S.1.13	31. *And and* (repetition) here ladies and gentlemen // and here ladies and gentlemen what I have *umm* and here ladies gentlemen the *second-the second* (stutter) is that *umm* the place of guantanamo what *I mean* the bloody of Guantanamo (correction) its causes some deasees ladies and gentlemen.	✓	✓				✓	✓									
8	S.1.14	32. Because *umm umm the fact that // the fact that what what* (Repetition) a some information that I get . There are tweny-seven of *prison* (DE/Prisoner) get can-cancer ladies and gentlemen and the nine get *ah* pre-cancer and *three three* (repetition) people have died ladies and gentlemen.	✓	✓	✓											✓		

No.	Code	Transcription																
9	S.2.4	15. okay and then is that *um.. um. . th-the* (stutter) goverment site of the house // *try to banned try to banned* (Repetition) guantanamo bay instead but *they they* do not give up such kind of mechanism why *eh* . Such kind of mecahnism *to bay to banned* (FS) this kind guantamo bay	✔		✔		✔			✔		✔			■	■	■			
10	S.2.7	26. okay, as we know that oh (interjection) *umm the-e-e* (stutter) *as we know that* the case is that the origin of *guan-guantanamo* (stuttering) it self when 11 september // *umm* 11 september *whereree* (SOT) there has been a bomb in world trade center in america *umm* have and thats thing caused by al-qaeda ladies and gentlement	✔		✔				✔			✔		✔	■	■	■	✔		
11	S.2.8	32. *If just it just* (FSU) a kind of government *aah mm* prevention from government of america to prevent them *por-pp-prevent* them people of the society to agaitns the teroristme like 11 september.	✔				✔		✔						■	■	■			
12	S.3.1	3. At first to say that // *ahh* it *break* human right because *amm* in Guantanamo *there is no there is no* (repetition) *amm* there is *because* the prisoner in guantanmo // *they they they* have they don't have *ahh umm* when they get *ahh* when they get the that treat ladies and gentlemen	✔		✔		✔								■	■	■			
13	S.3.5	14. Because why? that's no *ahh* kind ahh yeah ventile *ven-ventilisery* (Stutter) and there is no // *and* // *and and* (Repetition) that place have own extreme time forever	✔		✔		✔				✔				■	■	■			
14	S.3.12	28. And then // and // but is *ahh about this* // *about this* prison I want to *ahh* we believe that there is a solution *to to* (repetition) *to to* (repetition) solve this *to to* (repetition) close *oh* (interjaction) we want to close this.	✔		✔		✔						✔		■	■	■			
15	S.3.13	30. Why? Because international justice have *ahh* have a legal principle of *internatic* of internationall (FS) justice And the international justice *will will* (repetition) *ahh* give a more social like *ahh* and ussuall.	✔				✔				✔				■	■	■			
16	S.3.16	40. And that will be get impact *if if if if* (Stutter) *Americe* (SOT) *not not* established *back back* (repetiti0n) to another country because America is *Ah* (interjection) superpower country. Thank you.			✔				✔			✔			■	■	■	✔		

No	Code	Utterance																
17	S.4.3	6. and next is *ah* (IJ) I want to clarify why *there is there is there is some there it* (repetition) some crime there are of *ahh Phsy-physical (stutter)* punishment in the guantanamo.	✔		✔			✔		✔		■	■	■				
18	S.4.6	12. and next *// ahh ok // ok and and* (repetition) also they want to get *ahh some some some* kind of *ahh* how do you say it move *ahh* moving it *theiill* (SOT)) to another.	✔	✔	✔							■	■	■	✔			
19	S.5.2	5. In many times the officer of the Guantanamo doing *do-do* (stutter) always *I mean* (correction) *ahh* in many time *do-do-do* human abuse *//* that is the *that is that is* the reason why we must *wh-why* (stuuter) we must close the Guantanamo.	✔	✔	✔			✔	✔			■	■	■				
20	S.5.3	6. And the second is *// and the second is and the second is* (repetition) like my first *sp-speaker* (stutter) says that there is no *uncertainsy* (SOT/uncertainly) time when the *prisoner* get the final justice ladies and gentlemen.		✔	✔			✔				■	■	■	✔			
21	S.5.9	18. We want to bring it to international justice system because becau*se* why? Because we want *investigate the investigate* them and we want to we want to know clearly *mmm i-i-i-if* (stutter) we want to know clearly and we want to know deeper *ahh* who is the *terroristm* (AD/terrorist)	✔		✔		✔	✔				■	■	■	✔			
22	S.5.10	20. And then, *//* So what so what after so what *oppoeficer* (SOT/Opponent) the opponent team *that the // that the //* that if we *dis-close* (SU / close) the *bout* if we close the Guantanamo it can be impact the government have *//* it can be it can *be-e-e* (stutter) a *made* government is bad ladies and gentlemen.		✔	✔			✔				■	■	■			✔	✔
23	S.5.13	28. And, you know *if the if the* if the government want to close want to close this this Guantanamo It means that umm the society has the society has ahh get the society get get *unde-demon-demonstrator* (stutter) it means that *ahh* it can be disturb *the-their* (stutter) *I mean* (correction) it can be di-disturb (stutter) the *societ* (sot/society) it can be disturb the system of a usa itself.	✔		✔			✔	✔			■	■	■	✔			

No	Code	Utterance																	
24	S.6.2	9. And for the international *they-they* (stutter) *ahh* believe that *tbe* (SOT / The) *ahh* they believe that the main problem *offer* of *the main* problem of *main* problem why they want to close the Guantanamo itself.	✔					✔							✔	✔			
25	SR.N.2	9. because of what because of *th-there* (stutter) is no such kind of *ahh* such *krind* (SOT) of tried of interrogation or *krind* (SOT) doing interrogation *that will that will* make some kind of criminal will admit what criminal is.	✔		✔			✔											
26	SR.N.7	26. and then the *emm* because *the-the* (stutter) the people *in* America the society *Ameri* (SOT) *already already* (repetition) *mmm* feel traumatic and danger about *th-that* (stutter) happening 11 september ladies and gentlemen.	✔		✔			✔									✔		
27	SR.P.4	we know that-*that th-the* (stutter) the abuse *really really* (repetition) happen and that because why? *In-in-in* (stutter) news is really *oh* (interjection) all the media in the world expose this like *we know we know* (repetition) that really really happen.			✔			✔		✔									
28	total	27	23	13	19	2	5	20	3	5				4	4	4	1	1
		PERCENTAGE %	85%	48%	70%	7%	19%	74%	11%	19%				15%	15%	15%	4%	4%