

**SPEECH ERRORS ON SOUTH KOREAN TV PROGRAM
“MY ENGLISH PUBERTY 100 HOURS”**

THESIS

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**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
2021**

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THESIS

Presented to
Universitas Islam Negeri Maulana Malik Ibrahim Malang
In Partial Fulfillment of the Requirements for the Degree of Sarjana Sastra (S.S.)

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2021**

STATEMENT OF AUTHORSHIP

I state that the thesis entitle **“Speech Errors on South Korean TV Program ‘My English Puberty 100 Hours’”** is my original work. I do not include any materials previously written or publishe by another person, except those cited as references an written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

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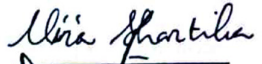
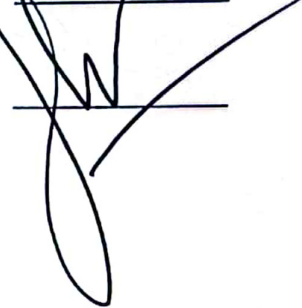
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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah tasketh not a soul beyond its scope.”

(Q.S. Al-Baqarah: 286)

“The better you feel all the time, the less satisfied you will be because chasing something only reinforces the fact that you did not have it in the first place.”

(Mark Manson)

DEDICATION

This thesis is proudly dedicated to my beloved parents,

Moh. Yahya Obaid and Sitti Fatimah Kadir

And My Sister and Brothers

Yati Khairani Yahya, Muh. Fakhri Az-Zakki Yahya, and Muh. Ali Ahsan Yahya

ACKNOWLEDGEMENT

First, I would like to express my gratitude to Allah SWT for His mercy and grace that has been given to me during my education so that I was able to complete my thesis entitled "Speech Errors on South Korean Tv Program "My English Puberty 100 Hours". Second, blessing and peace be upon to our Prophet Muhammad SAW, who has brought us from the dark age to the bright era.

Third, I would like to thank the family, primarily of my beloved parents, who always give love, offer prayers, and support all the paths I take. Fourth, I would like to express my deepest gratitude to my supervisor, Mr. Abdul Aziz, M.Ed., Ph.D., who has provided motivation and advice during completing this thesis which also helped improve the quality of the thesis.

My next gratitude goes to the entire big family of "PRAMUKA UIN Malang," especially the Twininegers, for all their prayers, support, and a million valuable experiences. I also want to thank Mr. Abdul Halim, S.Pd., M. TESOL, for his excellent suggestions and motivation. Lastly, I would like to thank my friends Dety Silviani and Ulul Karimatul Barro for their support and the happy memories of the last few years. Their sincere kindness, eternal love, and affection are my great motivation to achieve my best and bright future.

I realize that this thesis is not perfect. However, it is hoped that it can be helpful for readers and contribute new insights into linguistics in particular. For this reason, suggestions and constructive criticism are most welcome.

Malang, 18 October 2021



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ABSTRACT

Yahya. Nuruzzakiyyah. 2021. *Speech Errors on South Korean Tv Program “My English Puberty 100 Hours”*. Thesis. Linguistics, Department of English Literature. Faculty of Humaniora. State University of Maulana Malik Ibrahim Malang.

Advisor: Abdul Aziz, M.Ed., Ph.D.

Keywords: *Artists, Tv Program, Speech Errors*

Speech error is a disparity between the results and what the speaker wishes to transmit in production. It can be claimed that it displays an error during the speaker's communication. One of the causes of this phenomenon is the lack of the language knowledge. This can also penetrate a tv program entitled the development of a second language with the direct experience method. This study analyzes the speech errors in the South Korean TV program "My English Puberty 100 Hours". In this case, researcher examined the types of speech errors using the theory of Clark & Clark (1977). This theory is assisted by Fromkin (1973) specific to the type of slip of the tongue. From analyzing the types of speech errors, researcher pioneered the speech error patterns of the artists. In addition to these two things, the researcher also analyzed the reasons that support speech errors using the theory of Clark & Clark (1977).

This study uses a qualitative descriptive analysis method. In this method, the researcher took data from the speeches of the artists who participated in the tv program "My English Puberty 100 Hours". In collecting data, the researcher made a transcript after watching the video several times. The data is then categorized, analyzed, and then concluded based on the results obtained. After classifying many data, the analysis was carried out on 26 datums. There are seven speech errors found, including filled pauses, repeats, false start un-retrace, false start retrace, stutters, correction, and a slip of the tongue. Meanwhile, two types of speech errors were not found, including silent pause and interjection. Only four were found in a slip of the tongue, namely deletion, addition, substitution, and reversal/exchange. Meanwhile, four other types of tongue slippage were not found, consisting of anticipation, preservation, misderivation/shift, and blend/haplologies.

At the end of the study, the researcher concluded that the artists who participated in the tv program "My English Puberty 100 Hours" often made speech errors. The type of speech error that artists often use is a repeat. Repeat is mainly in the form of phrases and function words in the form of pronouns. Due to various conditions experienced, artists have their reasons for making speech errors. Each artist's reasoning is based on cognitive difficulties, situational anxiety, and social circumstances.

Therefore, the researcher hopes that future researchers do similar study about speech errors using other theories or study similar areas by using speakers who are already fluent in both languages. That way, this study has a comparison and can answer questions about whether the number of speech errors and the time speakers develop a second language have a bound relationship.

ABSTRAK

Yahya. Nuruzzakiyyah. 2021. *Speech Errors on South Korean Tv Program “My English Puberty 100 Hours”*. Skripsi. Linguistik, Jurusan Sastra Inggris. Fakultas Humaniora. Universitas Negeri Maulana Malik Ibrahim Malang.

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Kata Kunci: *Para Artis, Program Tv, Kesalahan Berbicara*

Kesalahan bicara adalah perbedaan antara hasil dan apa yang ingin disampaikan pembicara dalam produksi. Dapat diklaim bahwa itu menampilkan kesalahan selama komunikasi pembicara. Salah satu penyebab fenomena ini adalah kurangnya pengetahuan bahasa. Hal ini juga dapat merambah ke dalam program tv yang bertajuk pengembangan bahasa kedua dengan metode pengalaman langsung. Penelitian ini menganalisis kesalahan bicara dalam program TV Korea Selatan “My English Puberty 100 Hours”. Dalam hal ini, peneliti meneliti jenis-jenis kesalahan bicara menggunakan teori Clark dan Clark (1977). Teori ini dibantu oleh Fromkin (1973) khusus untuk jenis slip lidah (slip of tongue). Dari menganalisis jenis-jenis kesalahan bicara, peneliti merintis pola kesalahan bicara para artis. Selain kedua hal tersebut, peneliti juga menganalisis alasan-alasan yang mendukung kesalahan bicara dengan menggunakan teori Clark dan Clark (1977).

Penelitian ini menggunakan metode analisis deskriptif kualitatif. Dalam metode ini, peneliti mengambil data dari pidato para artis yang berpartisipasi pada program tv “My English Puberty 100 Hours”. Dalam mengumpulkan data, peneliti membuat transkrip setelah menonton video beberapa kali. Data tersebut kemudian dikategorikan, dianalisis, dan kemudian disimpulkan berdasarkan hasil yang diperoleh. Setelah mengklasifikasikan banyak data, analisis dilakukan pada 26 datum. Ada tujuh jenis kesalahan bicara yang ditemukan, meliputi filled pause, repeats, false start un-retraced, false start retrace, stutters, correction, dan slip of the tongue. Sementara itu, ada dua jenis kesalahan bicara yang tidak ditemukan, meliputi, silent pause dan interjection. Pada jenis slip lidah (slip of tongue), hanya empat yang ditemukan, yaitu deletion, addition, substitution, dan reversal/exchange. Sedangkan, empat jenis selip lidah lainnya tidak ditemukan, terdiri dari anticipation, preservation, misderivation/shift, dan blend/haplologies.

Di akhir penelitian, peneliti menyimpulkan bahwa para artis yang berpartisipasi dalam program tv “My English Puberty 100 Hours” sering melakukan kesalahan bicara. Jenis kesalahan bicara yang sering digunakan para artis adalah repeat. Repeat sebagian besar berbentuk phrase dan kata-kata fungsi dalam bentuk kata ganti. Karena berbagai kondisi yang dialami, para artis memiliki alasan mereka masing-masing untuk melakukan kesalahan bicara. Alasan setiap artis didasarkan pada kesulitan kognitif, kecemasan situasional, dan keadaan sosial.

Oleh karena itu, peneliti berharap bahwa peneliti masa depan melakukan studi serupa tentang kesalahan bicara menggunakan teori lain atau mempelajari bidang serupa dengan menggunakan pembicara yang sudah fasih dalam kedua bahasa. Dengan begitu, penelitian ini memiliki perbandingan dan dapat menjawab pertanyaan tentang apakah jumlah kesalahan bicara dan pembicara waktu mengembangkan bahasa kedua memiliki hubungan yang terikat.

مستخلص البحث

يحيى، نور الذاكية. 2021. الأخطاء في الكلام في برنامج التلفزيون بكوريا الجنوبية “My English Puberty 100 Hours”. البحث الجامعي. اللغويات، قسم الأدب

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المشرف: الدكتور عبد العزيز الماجستير.

الكلمات المفتاحية: الفنانين، برنامج التلفزيون، الأخطاء في الكلام.

الأخطاء في الكلام هي الاختلاف بين النتيجة وما أرادها المعبر من التعبير في الإنتاج. يخلص منها أنهم عرضوا الأخطاء عند الاتصال. من سبب هذه الظاهرة تعني نقصان المعارف في اللغة. وهذا أيضا يؤدي إلى برنامج التلفزيون الذي يهدف إلى ترقية اللغة الثانية بمنهج الخبرة المباشرة. هذا البحث يحلل الأخطاء في الكلام في برنامج التلفزيون بكوريا الجنوبية “My English Puberty 100 Hours”. ولهذا، بحثت الباحثة الأخطاء في الكلام باستخدام نظرية كلارك وكلارك (1977)، و دعمت بنظرية برومكين (1973) خصوصا في زلة اللسان. بتحليل أنواع الأخطاء في الكلام، جمعت الباحثة أنماط الأخطاء للفنانين. وحللت الباحثة الأسباب للأخطاء في الكلام بنظرية كلارك وكلارك (1997).

استخدمت الباحثة منهج التحليل الوصفي الكيفي. بهذا المنهج، جمعت الباحثة البيانات من خطابات الفنانين الذين شاركوا في برنامج التلفزيون “My English Puberty 100 Hours”. في عملية جمع البيانات ، قام الباحث بتحرير نص بعد مشاهدة الفيديو عدة مرات. ثم يتم تصنيف البيانات وتحليلها ومن ثم استنتاجها بناءً على النتائج التي تم الحصول عليها. بعد تصنيف الكثير من البيانات ، تم إجراء التحليل على 26 مسندًا. تم العثور على سبعة أنواع من أخطاء الكلام ، بما في ذلك التوقيفات المملوءة ، والتكرار ، والبدء الخاطئ في عدم التصحيح ، وتتبع البداية الخاطئة ، والتلعثم ، والتصحيح ، وزلة اللسان. وفي الوقت نفسه ، كان هناك نوعان من أخطاء الكلام التي لم يتم العثور عليها ، وهما التوقف الصامت والمداخلة. في نوع زلة اللسان ، تم العثور على أربعة فقط ، وهي الحذف والإضافة والاستبدال والانعكاس / التبادل. وفي الوقت نفسه ، لم يتم العثور على أربعة أنواع أخرى من انزلاق اللسان ، والتي تتكون من الترقب ، والحفظ ، وسوء الفهم / التحول ، والمزج / الفردي.

في نهاية الدراسة خلصت الباحثة إلى أن الفنانين الذين شاركوا في البرنامج التلفزيوني "My English Puberty 100 Hours" غالبًا ما ارتكبوا أخطاء في الكلام. نوع خطأ الكلام الذي يستخدمه الفنانون غالبًا هو تكرار. يكون التكرار في الغالب في شكل جمل وكلمات وظيفية في شكل ضمائر. نظرًا للظروف المختلفة التي يمر بها الفنانون ، فإن لديهم أسبابهم الخاصة لارتكاب أخطاء في الكلام. يعتمد منطق كل فنان على الصعوبات المعرفية والقلق الظرفية والظروف الاجتماعية.

لذلك يأمل الباحث أن يقوم الباحثون المستقبليون بإجراء دراسات مماثلة حول أخطاء الكلام باستخدام نظريات أخرى أو دراسة مجالات مماثلة باستخدام متحدثين يجيدون اللغتين بالفعل. بهذه الطريقة ، تكون هذه الدراسة مقارنة ويمكن أن تجيب على سؤال ما إذا كان عدد أخطاء الكلام ووقت المتحدث في تطوير لغة ثانية لهما علاقة ملزمة.

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CHAPTER I

INTRODUCTION

This section discusses several important points related to the field of research, such as the reason researcher took this topic, the problems to study, the research objectives and significance of the study, the scope and limitations, the definition of terms, previous research, and the methods used by researcher.

A. Background of the Study

According to Kovac & Horga (2010), speech production is a difficult, complex and continuous process in which many components of the language production mechanism may fail, resulting in speech problems. One of the most well-known models of speech production (Levelt, 1983, 1989) divides the production process into three domains or levels: conceptualization, formulation and articulation. At the lowest level, the speaker organizes the concepts to be communicated to the listener. The speaker then organizes these ideas into a linguistic message using syntax and lexicon. Finally, the speaker articulated this message for the listener's audition. One assumption that can be made based on this three-level model is that problems with discourse-level planning are associated with problems at conceptualization. In contrast, problems with syntactic-level planning are associated with problems at formulation. If speech boundaries are assumed as discourse planning domains and clause boundaries as syntactic planning domains, then errors in these boundaries will reflect processing problems

at their respective levels. Ash et al. (2010) say that all speakers make errors in producing segments consisting of language speech (cited in Wijayanti, 2013). Therefore, producing speech errors is a common phenomenon for all speakers, both native and foreign-language speakers.

One of South Korea's National TV stations produces educational TV programs with the concept of developing English (second language) in seven hours for two weeks, which is equivalent to one hundred hours of effective learning. This TV program aims to help people who have problems learning English. The program is entitled "My English Puberty 100 Hours". This program already exists with different titles and concepts. Quoted from the Kpopmap page, this program is back with a new concept different from before. The artists in this program will travel to Guam, Vietnam, with their new knowledge of English and try to speak English directly with the local community (Laure, 2018). Through this, it will involve the ability to produce language speech spontaneously and understand the speech of others. Rodgers et al. (2010) stated that the ability to speak involves a complex brain system that is not yet fully understood. In speaking, people have to think about how to convey their message to others and produce language clearly and fluently. In addition, Rogers et al. (2010) stated that spontaneous speech requires the generation of an internal motor plan followed by initiation, execution, and monitoring. Therefore, there are some difficulties that speakers usually face when they talk to people, and almost every speaker makes mistakes unconsciously.

In using a second language, difficulty and fluency are the cause of speech errors. They may make speeches that do not match what they want to say and mean at certain times. Second-language speakers also make many performance errors, not because of an incomplete or faulty second language system but because of processing problems. Fromkin & Ratner (1998) stated that the error shown during communication in production is speech error. Then the discrepancy between the product and what the speaker wants to convey is a speech act error. In addition, Jaeger (2005) also states that errors are often caused by a lack of language knowledge or semantic disorders in the communication process in using a foreign language. In this regard, Kovac (2011, p.28) claims that

Since L2 speakers at a lower level of language competence have a limited amount of declarative knowledge and since the mechanisms of linguistic encoding are not automated, the speaker's attention is directed towards the processes of lexical, grammatical and phonological encoding, and less attention is available for other phases of message production.

Based on this statement, the development of a second language with the concept of one hundred hours of practical learning will only focus on the success of participants in communicating with native speakers of the language rather than the details of the linguistic coding mechanism. Therefore, in this case, second-language speakers have great potential to produce speech errors in the communication process.

Speech error is a part of psycholinguistics that is closely related to speech production. Dardjowidjojo (2014) defines psycholinguistics as a science that studies humans' mental processes in their language. Furthermore, Rogers et al. (2010) states that the ability to speak involves complex brain systems that are not fully understood. In communicating, someone will think about conveying his

message to others and conveying the message clearly and smoothly. In this regard, Freud (1901) states that speech errors are caused by repressive thoughts expressed by unavoidable speaker errors (Carroll, 2008). Besides, Indah (2017) revealed that accidental speech errors indicate that the system is not functioning correctly. Thus, thinking and mental processes have a considerable role in the speech production system. Speech production requires at least three types of mental operations—first, conceptualization, the process where you have to think about what you want to say. Next, formulation, look for better ways to express ideas with tools from the available languages. Finally, articulation is a condition in which muscles are moved to create sound waves that listeners can pick up (Griffin & Ferreira, 2006). Therefore, producing speech, especially in a second language, will require a mature thought process to produce effective communication.

Several studies have been conducted on speech errors with various objects of study. In the first study from Ulfa (2016), researcher found that in interviews conducted by George W Bush, cognitive difficulties were a significant factor in speech errors. Further research from Wulandari (2018) found that students at MAN 1 Jombang dominantly made syntactic errors in retelling videos that had been witnessed and morphological errors in telling the images displayed. Besides, research conducted by Ali (2017) shows that speech errors still often occur in debates in the debate competition “Maliki Debate Tournament 2015”, and providing arguments is the dominant place where speech errors occur. In another study from Maimunah (2018), it was found that 447 speech errors in the English Debate Class were caused by cognitive reasons, anxiety, and social reasons.

Finally, research from Erta (2019) found differences in the frequency of speech errors made by eight breaking news reporters on Metro TV, and the dominant error made by the eight reporters was filled pause, namely 77 times or 43% of their overall speech.

The gap between this research and previous research is in the object of research. The speech error research conducted by Ulfa (2016) and Erta (2019) used speakers with the first language as the object. Meanwhile, Wulandari (2018), Ali (2017), and Maimunah (2018) used speakers in their second language (not their mother tongue). The object of this study also uses a second language speaker. However, it is different from Wulandari and Maimunah, who use students in the language class as objects. Ali uses the debaters in the English debate competition. This study makes South Korean artists on TV programs the object of study. In this case, the artists are not native English speakers and are not proficient speakers of English. In this tv program, the artists learn English within 100 hours and practice it directly with native English speakers. Based on this, the researcher realized that with a short study time and practicing directly with the native speakers of the language. It would put pressure on the artists who were the participants in this tv program. Therefore, the researcher chose the title "SPEECH ERROR ON SOUTH KOREAN TV PROGRAM" MY ENGLISH PUBERTY 100 HOURS".

B. Research Question

This study aims to answer three research questions, which are stated below.

1. What types of speech errors are found in the artists' English utterances on the South Korean TV program "My English Puberty 100 Hours"?
2. What are the patterns of speech errors produced by the artists' English utterances on the South Korean TV program "My English Puberty 100 Hours"?
3. How are the possible conditions which could be the reason for speech errors in the artists' English utterances on the South Korean TV program "My English Puberty 100 Hours"?

C. Objective of the Study

The present study has three objectives, which are stated in the followings.

1. To find the types of speech errors in the artists' English utterances on the South Korean TV program "My English Puberty 100 Hours."
2. To analyze the patterns of speech errors produced by the artists' English utterances on the South Korean TV program "My English Puberty 100 Hours."
3. To understand the possible conditions which could be the reason for speech errors in the artists' English utterances on the South Korean TV program "My English Puberty 100 Hours."

D. Significance of the Study

This research was conducted to attain two aspects. First, theoretically, this study's results are intended to be one of the scientific sources for discussing speech error. Second, it is practically likely to benefit readers in providing knowledge of the type and pattern of speech errors in TV programs and possible conditions that could be the reason for speech errors. Furthermore, for students, this study's results are expected to understand language production, particularly in the discussion of speech error. This study is expected to be reference material for future researchers, especially for those interested in speech error.

E. Scope and Limitation

This study focuses on the types and patterns of speech errors found in the pronunciation of English artists and possible conditions that could be the reasons for speech errors on the Korean TV program "My English Puberty 100 Hours". In this study, the researcher used the theory proposed by Clark & Clark (1977) about nine types of speech errors, Fromkin (1973) about the eight types of tongue slips, and Clark & Clark (1977) about the conditions that support speech errors to support data analysis. This TV program uses Korean and English, but researcher only focus on the English utterances expressed by the artists in this program. In addition, the researcher only took the participants' English utterances in the session where they communicated in Guam, Vietnam.

F. Definition of Key Term

The writer gives some definitions of some key terms to clarify the meanings of the terms which are used in this study. The definitions are stated below.

1. Speech Errors

Speech error occurs due to a psychological condition that results in mistaken pronunciation of the resulting word, phrase, or sentence.

2. Utterance

An utterance can be identified by the pause, tone release, or speaker substitution referring to a complete communicative, consisting of a combination of words, phrases, or clauses spoken in a context that invites responses.

3. Communication

Communication is the process of conveying or exchanging messages through verbal or nonverbal means, including oral or oral communication.

4. My English Puberty 100 Hours

My English Puberty 100 Hours is one of the Korean educational TV programs that presents artists who will learn English about 100 hours of intensive learning.

G. Previous Studies

Some studies on speech errors have been conducted by several scholars. They are Ulfa (2016), Wulandari (2018), Ali (2017), Maimunah (2018), and Erta (2019). Those relevant studies will be described in the following paragraphs.

The first research from Ulfa (2016) is about a slip of the tongue in George W. Bush's interview at the presidential graduate graduation. This study shows that speakers will think more about the words used in conducting essential interviews, so that speech errors occur. In an interview conducted by George W Bush, the study results found six types of tongue slip with substitution as the dominant type. Researchers also found that cognitive difficulties were the dominant factor in the speaker's tongue slip. In this case, the speaker has difficulty choosing the right words for his speech. Research conducted by Ulfa has a similar discussion on speech errors. The data collection technique is similar in that the data is captured on the described video. The difference lies in the focus of the research. In this case, Ulfa conducted a more specific study focusing on one type of speech error, namely a slip of the tongue based on Fromkin's (1973) theory.

Furthermore, Wulandari (2018) researched speech errors in English as foreign language of the EFL learners at MAN 1 Jombang. This study shows that the most dominant speech errors made by students are in their grammatical aspects. The results found that retelling the video only 20 to 30 percent and syntax errors as the dominant error. Furthermore, in telling the picture shown, the error that often appears is morphological because students are still confused to distinguish time signals. Researcher also found that speech errors in second-grade

students in MAN 1 Jombang are caused by several factors, namely cognitive difficulty, situational anxiety, and social aspects. The research conducted by Wulandari bears a resemblance to speech errors. The difference lies in theory applied in the study. The research will be conducted using Clark & Clark's theory (1977), while Wulandari's research uses Levelt's theory (1989).

Next, this research was conducted by Ali (2017) on speech errors in the debate at Maliki National Debate Tournament 2015. This study shows that there is still a need for in-depth discussion about speech errors expressions in Maliki Nasional Debate Tournament 2015. The results found that the type of speech error that dominates the data is filled pause generated after the conjunction of the words "it" and "because." There were three types found slips of the tongue, including substitutions, shifts, and anticipation. The researcher also found four components of the debate that are the most significant places where speech errors occur, including giving arguments, disclaimers, position suppression, and summaries. As for the dominance of speech errors, it occurs on the component that gives an argument. Ali's research bears some resemblance to the topics examined concerning speech errors in speaking and applying Clark & Clark's theory (1977). The difference lies in the subjects that are used as research materials. The research will be focused on television programs, while Ali's research focuses on debate competitions. Besides, Ali's research does not involve the reason of speech error.

Another study from Maimunah (2018) is about analysing speech errors used by students in the English debate class. Based on the theory of Clark & Clark (1977), the researcher found 447 speech errors in the English debate class which

show that there are still many incidents. The study results found that the dominant type of speech error produced by debate in the English Debate Class was Silent Pause, 37.3% of 168 utterances, while a slip of the tongue was the least with a percentage of 1.3%. The researcher also found that the reasons for speech errors by debate in English debate class were cognitive, situational anxiety, and social reasons. The similarity of the research to be carried out lies in the overall theory, both types of speech errors and the causes of speech errors themselves. The study conducted by Maimunah takes the material for debate classes, while research on TV programs will be carried out.

Erta's latest research (2019) is about a reporter's speech error in breaking news on Metro TV, which is studied based on the theory of Clark & Clark (1977). The study found that speech errors were widespread among news reporters with varying frequency patterns. The results showed that among the nine types of speech errors, the dominant speech errors made by eight journalists were 43% or 77 errors. Researchers also found that the reasons reporters made speech errors were cognitive, anxiety, and social reasons. These three reasons contributed to the speech errors caused by the eight journalists. Erta's research has a similar discussion on speech errors. In addition, the theory and data collection techniques applied to the research are also identical. The difference lies in the subjects used in the research. This study uses artists in one of the second language development tv programs in South Korea. On the other hand, Erta's research uses a reporter in Indonesia's particular TV program.

H. Research Method

This session discusses the explanation of research methods in current research. It consists of a description of research design, data source, research instrument, data collection, and data analysis.

1. Research Design

The research focused on studying speech errors in the artists' English utterances on the Korean TV program "My English Puberty 100 Hours". In this study, researcher used a descriptive qualitative approach. Qualitative research concerns collecting and analyzing non-numerical data such as text, video, or audio to understand concepts, opinions, or experiences. It can be used to gather broad insights into a problem or generate new ideas for research (Bhandari, 2020). This study's data the text of a transcribed utterances that appears naturally without any treatment from researcher. In this study, researcher tried to describe the production of English utterances related to speech errors. In this study, researcher focused on the types and patterns of speech errors in English utterances produced by artists who participated in the TV program "My English Puberty 100 Hours". Besides, the possible conditions which could be the reason for the speech errors in English utterance done by the artists are also the focus of this research.

2. Research Instrument

In this study, the researcher became the main instrument in analyzing data. Sugiono (2017, p.222) says "qualitative research is a human instrument that functions to determine the focus of research, select data sources, assess data quality, analyze data, interpret data, and draw conclusions on findings".

Researcher obtained data using observations from the South Korean TV program "My English Puberty 100 Hours" to overview speech errors and see how the speakers' conditions were when they produced their utterances.

3. Data Source

The data of this research was taken from one of the Korean TV programs entitled "My English Puberty 100 Hours". Participants in this program are six people working in the entertainment sector in South Korea who have difficulty and low fluency in English. The data in this study are in the form of dialogues or utterances of the artists taken from conversations with native speakers while in Guam, Vietnam. In this case, the researcher uses episodes 4 to 10 of the tv program as the data source. The video is obtained from a website published on December 20, 2018. The duration of the video is about 1 hour 30 minutes per episode.

4. Data Collection

The author applies documentation techniques in collecting data. The document is a video of a TV program on the website and a transcript of the participants' utterances. To obtain the required data, the researcher performed several data collection steps:

- a. Researchers downloaded and watched the tv program "My English Puberty 100 Hours."
- b. Researchers transcribed the video into text.
- c. Researchers determine the criteria for dialogue according to needs.

- d. The researcher collected and gave notation by numbering on the whole data.
- e. the researcher completes the data display, which then proceeds to the data analysis stage.

5. Data Analysis

After obtaining the data, the researcher analyzed the data concerning the following steps:

- a. Researchers categorize and classify dialogue transcription according to Clark & Clark's theory (1977) and Fromkin (1973) for a slip of the tongue.
- b. Identify patterns of speech error by re-scanning previously created speech transcripts.
- c. Categorize possible conditions that could be the reason for the error in speaking all the English speaking errors of the artists chosen based on the theory put forward by Clark & Clark (1977).
- d. The researcher discussed findings stemming from research questions.
- e. The researcher makes conclusions about the research done and advises the next researcher based on this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theories related to this research object and guides the author in understanding the topic and its data. The rest of this chapter discusses psycholinguistics, speech errors, types of speech errors, and the reasons for speech errors.

A. Psycholinguistics

Psycholinguistics is a scope that combines methods and theories from psychology and linguistics to obtain a complete understanding of human language. Aitchinson (2003) argues that psycholinguistics is a branch of research that combines psychology and linguistics. It is related to the relationship between human thought and language. According to Hartmann & Stork (1973), psycholinguistics refers to whether certain assumptions about language acquisition and language skills put forward by linguists and psychologists to explain contemporary language theories extend in perception, memory, and intelligence. At the same time, Hartley (1982) explains that psycholinguistics studies the correlation between language and thought in the speech acquisition process that processes and produces language. Theoretically, the main goal of psycholinguistics is to find a theory of language that is linguistically acceptable and psychologically able to explain the nature of language and its acquisition.

Psychology inherits experimental methodology and knowledge about processes in perception, memory, attention, learning, and problem-solving. At the same time, linguistics obtains detailed descriptions of a particular language, a strict record of grammatical forms, and ideas about the nature of human language. Psycholinguistics tries to describe the psychological processes that occur when a person utters the sentences he hears when communicating and how humans acquire language skills. It examines the processes that occur in the brain while producing and understanding written and spoken discourse. How people process these phenomena in their brains is simply a matter of production descriptions and understanding of language and what they have learned as background knowledge to interpret.

B. Speech Errors

Speech errors are some mistakes in speech expression, which usually occur in normal conversation. Lashley (1958) point out when we think in language, our thoughts come from the grammatical clause of the subject, verb, object, and modifier, but we do not have the slightest understanding of sentence structure (cited in Gleason & Ratner, 1998). Even if this is true, ideas do not always come from the wrong source, or we always choose the right words to express the meaning we want to convey. Everyone has experienced apparently mixed speech, be it speaker or listener, on its way out. Such errors in speech production are called speech errors.

Speech errors are also called speech disorders. Gleason & Ratner (1998) define speech disorder as a speaker's speech that has the characteristics of hesitation, repeats, false start, and filler words (such as um, well, or you know). Situations occur every five to eight words and are thought to provide insight. This is valuable in a sound production unit and can evaluate how much of the psychologically planned sound of the sound production.

There are several patterns of speech errors, according to some experts. For example, Gleason & Ratner (1998) stated that hesitation (unfilled pause) is more likely to occur before content words such as nouns, verbs, and modifiers, than before function words such as articles, helping verbs, and so on. It is interesting to note that in the study of speech produced in seminars, classes, business meetings, and similar contexts, both in planned speech and spontaneous conversation.

In addition to speech errors, many utterances are characterized by hesitation, repeats, false start, and filler words such as um, well, or you know, which are sometimes called complete pauses (Gleason & Ratner, 1998). Such dysfluency is more common. Hesitation or unfilled pauses occurred approximately every five words as people described the picture. If the speaker is speaking naturally, doubts may arise every seven to eight words.

There are also some opinions about the term speech error. Some experts like Gleason and Ratner call speech errors slipping off the tongue, and others use the term speech impairment to describe these errors. Whereas in Clark & Clark (1977), a slip of the tongue or tongue-slip is one of the most common types of speech errors itself. Yule (1985, p.107-108) says that

In exploring what it is that we know about taking part in conversation, or any other speech event (e.g. debate, interview, various types of discussions), we quickly realize that there is enormous variation in what people say and do in different circumstances.

This is why there is a lot of speech dysfluency or speech error in speech.

C. Types of Speech Errors

Clark & Clark (1977) state nine types of speech errors occur during the speech. The nine types of speech errors are silent pause, filled pause, stutter, correction, interjection, false start (un-retraced), false start (retraced), repeats, and slip of the tongue.

1. Silent Pause

Silent pause is an error that occurs when verbal contact is not possible. The delay will make the speaker appear to be speaking slowly. A brief silence often indicates a slight pause before continuing to speak. There will be a brief or immediate delay that will not last long (Clark & Clark, 1977). The resulting silent pause has a significant impact on the speaker's speech rate. Even though the spoken words are of equal length, those who speak quickly can usually reduce the silent pauses within themselves. Information is sometimes misunderstood during quiet periods because brief gaps may seem pragmatic, asking the listener for a response.

For example: Oke, this is the first request // for today.

In the above circumstances, the speaker does not speak between "Oke, this is the first request" and "for today." It indicates that the speaker is breathing at the wrong time, as seen by the silent pause.

2. Filled Pause

Filled pauses are accidents where the spacing between words is wrong. Filler terms like ah, em, and um break the silence. It means that the speaker is trying to think quickly about what he/she wants to say. Furthermore, the speaker offers time to prepare for the following speech (Clark & Clark, 1977). Speakers do not hesitate to speak while filling the silence but often forget what words they will say next, allowing filler voices to emerge. Someone who memorizes scripts and performs certain dialogues, such as students ready to give presentations, characters ready to read speeches, or even actors who have memorized scenarios, are prone to filled pauses.

For example: We have, em, the music address coming up now.

The word (em) in the sentence above is called a filler. It distinguishes this kind of silence from the previous one, as the speaker tends to fill it with words.

3. Repeats

During the speaker's voice, a repeats error occurs. The speaker repeats one or two words. Repeats in this context mean that the speaker repetition the word in a phrase or sequence. Nearly ninety percent of the words repeated by the speaker are function words, for example, prepositions (in/in the garth), articles (the/the neighbor), conjunctions (and/and her neighbor), and pronouns (he/he did not go). The rest, repetitive words are content words that have several syllables, such as nouns (the man/the woman), adjectives (good/nice), verbs (can be seen/can be viewed), or adverbs (the very/the rather nice) (Clark & Clark, 1977).

For example: I have not been doing this program for/for so long.

In the example above, the word "for" refers to repetition. In a state of anxiety, the speaker will generally repeat the term.

4. False start un-retraced

This form of error happens in sentences when the speaker is speaking, but the speaker corrects the phrase. It corrects the wrong term without repeating any of the previous sentences. The speaker continues to say the next word without repeating the wrong word (Clark & Clark, 1977). According to Merlo & Mansur (2004), unretraced false starts are rare in ordinary people, and this rarity is consistent with a good cognitive system.

For example: Please, open the window \ door!

In the example above, the speaker corrects "Window" to "Door" without repeating another word.

5. False start retraced

This type of false start is almost similar to un-retraced. However, it is different from the previous type because the speaker corrects all the words he says from beginning to end. According to Clark & Clark (1977), speakers are aware of the words they believe to be wrong and are ready to correct them by repeating the incorrect phrase. The speaker will repeat the word correctly in the retract type but with an error or the wrong word. This error is sometimes considered a repeats category speech error if it is not attentive and thorough.

For example: Please, open the window \ open the door!

The speaker repeats the previous word instead of just changing "Window" to "Door."

6. Correction

When a speaker finds that the words, he/she uses do not match the sentence's meaning, he corrects. The speaker will replace the previously used words with new words that the speaker finds more fitting in this error. Corrective words like I mean, that is, well, and or rather, mentioned by Du Bois (1975), indicate that the speaker will improve his sentence (cited in Clark & Clark, 1977). I mean is used to edit errors, that is used to edit references, well is used to edit sentences, and or rather is used to edit nuances. While there are various reasons for a speaker to pause, hesitate, rush, or believe the argument being made is incorrect, filling it with the words mentioned above in the wrong dialogue will seem more natural than filling it with confusing terms.

For example: The culture -I mean- the Maori culture is the indigenous culture here.

I mean is used to correct errors that come out in words. Errors that will leave speech with the wrong meaning.

7. Stutter

Stutters are errors that occur when a speaker utters words or phrases but are impossible to overcome (Clark & Clark, 1977). The speaker takes a few moments to finish the phrase, but the last word will be repeated shortly. Speakers have difficulty accurately pronouncing the words they want to say. Many factors contribute to stuttering in people. Nervous and bodily disorders are in between. Stuttering can indicate that certain parts of the skeleton are not working correctly, causing speech impediments. The second component is genetics. A person who

stutters has a 60% chance of passing on his stuttering to his children. The third emotion is fear, which causes a person to have difficulty communicating effectively. The fourth factor is stress, followed by societal pressure.

For example: I hope you l-l-l-like it.

The speaker creates a stutter by making repeated sounds of the word "like." Stutter made the speaker repeat several times because the speaker had difficulty completing usually.

8. Interjection

The speaker has stopped speaking, as indicated by the interjection. Then they begin to decide what to say next. Several special interjections between interjection terms can indicate why the speaker has stopped speaking. There are four interjection words: Oh, ah, well, and say (Clark & Clark, 1977). On Oh, they are used for reference selection. On ah, to show memory success. In well, it is used for similar words. In say, it is used to pilot. In another example, say can mean instead "let's imagine" (Clark & Clark, 1977)

For example: Ana said she would like to go to *ah* cinema.

The word "ah" in the sentence above indicates that the speaker has forgotten and has just managed to remember the place Ana is going to visit.

9. Slips of the Tongue

According to Fromkin, a slip of the tongue occurs when the actual sound of the speaker differs from the expected sound (Clark & Clark, 1977). Carroll (2008) quotes Fromkin to show that there are eight types of tongue slips. The

types are anticipation, preservation, reversals or exchange, blends or haplogogies, misderivations or shifts, substitutions, additions, and deletions.

a) Anticipations

Anticipate it to happen in the right place and at the beginning of the speech. When a letter segment replaces the previous segment, a unit appears. Jaeger (2005) proposes several pre-planned pronunciation items and influences the previously planned pronunciation unit. They are different from other disruptive changes, stored in the right place, and used twice (Carroll, 1986).

For example: Take my bike → bake my bike.

In this example, the first word should be "take," that is, a word that starts with the sound /t/. However, because the speaker anticipates the appearance of the /b/ sound on the bike, the /b/ sound is used to replace /t/, so the word bake appears. (Dardjowidjojo, 2014)

b) Preservations

Preservations occur earlier in the process, replacing the latter's goods or the latter (Carroll, 1986). These slips are the opposite of anticipations. If the anticipation of error occurs in advance, in preservations, the error occurs in the latter. Some of the language units designed and performed earlier will remain and impact units planned later in the speech.

For example: He has hissed all lectures. → has missed

The sound /h/ in the word has been carried backward, so that missed should be hissed.

c) Reversals or Exchange

In reversals, the two segments are shifted so that the root of one fault becomes the focus of the other. This error is also called "Spoonerism." This word comes from the name of an English priest, William A. Spooner, who swapped places many sounds that may have been made intentionally as a humorous sentence. According to Carroll (1986), the exchange is a double transfer in which two language units change positions. This exchange has various forms, including consonant segment swaps, vocal segment swaps, syllables removed, endings moved, word exchanges, and whole phrase exchanges.

For example: I caked my bake. → I baked my cake.

The example above shows the exchange of two sounds between the sounds /b/ and /k/.

d) Blends or Haplologies

Two language units combined into one project. As Carroll (1986) points out, mixing occurs when multiple words are considered, and the two items under discussion are combined or mixed into one item. When a speaker is in a hurry, he takes one or part of the syllables of the first word and one or part of the syllables of the second word, then combines the two forms.

For example: Please expland.

From the example above, the speaker combines the word "explain" with "expand" to become the word "expland".

e) Misderivations or Shifts

Misderivations are speech fragments that disappear due to appropriate actions but reappear elsewhere (Carroll, 1986). It can happen if the speaker adds the wrong ending or prefix to a word. The missing component of derivative error is funny to hear because the two aspects combine to make it easier for the speaker to speak quickly.

For example: That is so she will be ready in case she decide to hits it. → she decides to hit

It can be seen that the word "hit" has the addition of the suffix -s, which is not under the grammatical rules. This creates an error in the sentence.

f) Substitutions

According to Carroll (1986), when an intruder replaces a part, the replacement occurs and differs from the previously described document. The source of the disturbance may not be in the sentence. According to Fromkin (1973) the speaker produces the wrong word in word substitution, but it is usually semantically or phonologically related to the expected word (cited in Clark & Clark, 1977). Because the substitution of segments that occurs in substitution does not follow a clear pattern, the occurrence of substitution can be influenced by internal and external factors. As a result, the replaced words can have a substantially different meaning from the original term.

For example: At low speeds, it is too weight. → At low speeds, it is too heavy.

The speaker pronounces the word "weight" in the above statement, which has a close relationship, namely as anonymous to the word "heavy."

g) Additions

Carroll (1986) defines addition as another linguistic stuff. The speaker plans to say the term in question and periodically adds vocabulary to the words he wants to say to become a voucher. Phonemes, morpheme affixes, posts, prepositions, conjunctions, whole sentences, and even phrases are often associated with this. Listeners often do not realize that additions have been made because additions sometimes add a few components to a phrase, making it look like a proper sentence.

For example: I did not explain this carefully enough → carefully.

There is added to the sound "l" in the word "carefully" on the statement above.

h) Deletions

Deletion means that something is left behind. The speaker misses the expected sentence but accidentally leaves the language material. These are usually associated with phonemes, morphemes, affixes, prepositions, conjunctions, whole words, and even words used (Carroll, 1986). Deletions are the opposite of additions. In addition, linguistic material is added, while deletions leave the linguistic material. Therefore, like additions, listeners are sometimes unaware of deletions because speakers only remove one or more elements from a sentence that make the sentence look correct.

For example: I will get up and mutter intelligibly. → unintelligibly

In the statement above, there is a deletion occurs. In this case, is the deletion of the prefix "un" in the word "intelligibly."

D. Reason for speech errors

Clark & Clark (1977) argue that there were three reasons for speech errors.

They were as follows :

1. Cognitive Difficulty

Each speaker tries to react differently between concrete words and abstract words. Clark & Clark (1997) suggest that it takes longer to produce the first word of a sentence for an abstract than for a particular topic. They take longer to choose the right words to express the object they want to describe. For example, when someone is asked to describe something, more questions are propagated through explanation than description. This may be because it is more difficult to find the right words to describe and express it. When the speaker is having trouble finding the right words at the word selection level, questions should arise.

2. Situational Anxiety

When people talk about topics they are anxious about, they tend to have more pauses and other verbal errors (Clark & Clark, 1997). This occurs because one possibility is anxiety which usually interferes with the planning and implementation process. The speaker becomes nervous, and the efficiency of planning and execution decreases. Another possibility is that the topics people talk about when they are anxious and worried are cognitively more difficult. Therefore, they will spend more time planning and grouping the correct words.

3. Social Circumstances

Under the stress of dialogue, the speaker has to explain while they still have something to say. If they hesitate for too long, the target person will change

the subject. This can encourage the speaker to initiate the voter's first word before all voter plans. This can encourage them to use more filled pauses, such as uh, to fill in spaces that other speakers can take over. This happens because they are more careful in choosing words or executing words to understand their speech.

CHAPTER III

FINDINGS AND DISCUSSION

This chapter discusses the findings and discussion based on the explanation from the literature review in the previous chapter. In this chapter, the data is taken from the stories of the artists who participated in the South Korean TV program “My English Puberty 100 Hours”. Significantly, these findings are based on analyzing data on the types of speech errors found in the artists’ speech, the patterns of speech errors made by the artists, and the possible conditions that may have contributed to the artists’ speech errors. Next, the discussion explores the analysis of the findings found in depth.

A. Findings

This study focuses on a South Korean TV program, which has seven episodes converted into transcripts. The subjects of this research are six South Korean artists who work in the entertainment field who have direct conversations with native English speakers. Data identification shows that there are two hundred and twenty-eight data errors in the artist's utterance. In this case, the video as the data source is converted into a transcript to assist identification. First, the researcher filtered the collected data into one hundred and sixty-eight data. Then data reduction is carried out to find data that only has unique characteristics according to their classification. After that, the researcher reduced the data again by classifying speech error patterns. Speeches that have the same pattern are

identified as one datum. In the last reduction, the researcher found a total of twenty-six datums. It is also used as a measure to avoid data saturation in data analysis.

1. Types of Speech Errors of artists on the South Korean TV Program “My English Puberty 100 Hours”

In this section, the researcher analyzes the data based on the theory of Clark & Clark (1977) on speech errors and assisted by Fromkin (1973) on slip of the tongue. Researchers found that most of the artists who produced this type of speech error on the TV program "My English Puberty 100 Hours" were repeats that appeared 18 times. There are six types of errors that do not appear in this study, including silent pause, interjection, anticipation, preservation, blend or haplologies, misderivation or shift. Meanwhile, the other nine types of errors only appear about 2 to 8 times in the data. Therefore, table 1 will outline the findings to give a clear picture of the number of speech errors.

Table 1. Types of speech errors

No	Types of Speech Errors	Total
1	Silent pause	-
2	Filled pause	1
3	Repeats	19
4	False start un-retraced	5
5	False start retraced	3
6	Correction	4
7	Stutters	4
8	Interjection	-
9	Slip of the tongue	-
	a. Anticipation	-
	b. Preservation	-
	c. Blens or Haplologies	-

d. Misderivation or Shift	-
e. Reversal or Exchange	2
f. Substitution	3
g. Addition	4
h. Deletion	8
Total:	53

As an illustration of the findings above, researcher presented datum 1 to datum 26 to provide a detailed explanation.

Datum 1

Context: The speakers went to one of the restaurants for the first time since they arrived in Guam. After personally selecting the menu, one of them took over and said the order spontaneously. It is so that the listener gets it.

Utterance:

“Ah, I will have one beer and two cola. → I will have one beer and two colas.”

There is only one type of speech error in this datum, namely a slip of the tongue. This error occurs when the speaker says "two colas" but wants to say, "two colas." In this case, the speaker gets a slip at the end of the word. The speaker has skipped the linguistic material that ends in "s" to indicate the plural form of the word "cola." In this phrase, the speaker produces the word in the plural, so the word must end in "s." Carroll (2008) suggests that deletion occurs when a speaker makes a mistake by skipping one or more syllables into an utterance. Based on this, skipping linguistic material ending in "s" in this error is considered a deletion. In this case, the speaker has cognitive difficulties, where the speaker has errors in grammatically arranging sentences. Clark & Clark (1997)

suggest that it takes longer to produce the first word of a sentence for an abstract than for a specific topic. Therefore, speakers need more time to complete the design due to limited cognitive abilities.

Datum 2

Context: Speakers are in the oldest restaurant in Guam. Feeling interested in the restaurant, the speaker engaged in a conversation with one of the waiters to find out more details about the restaurant and the menu.

Utterance:

“I want to get ah I want to get have you recommend. → I want to get you recommend.”

This data shows that speakers only make one type of speech error, namely, a slip of the tongue. The speaker wants to say, "I want to get you recommend," but the speaker says, "I want to get have you recommend." In this case, the speaker accidentally dropped the word "have" after "get." This error is categorized as a slip of the tongue in the addition category. According to Carroll (2008), addition is an error by accidentally adding material to speech. The speaker has added the linguistic material of the verb "have" into the speech, which is unnecessary for the speech. In this case, the speaker has cognitive difficulties, where the speaker has errors in syntactically arranging sentences. Clark & Clark (1997) suggest that it takes longer to produce the first word of a sentence for an abstract than for a specific topic. Therefore, speakers need more time to complete the design due to limited cognitive abilities.

Datum 3

Context: The speakers went to see what the Night Market had in store. At one of the booths, speakers were attracted by a traditional Guam game made of bamboo and sounds. They are interested and want to buy it. With fear, the speaker asked the seller for a discount.

Utterance:

*“Give me/give me ah could you give me/could you give me. Could you give me a **good/good** rate?”*

The utterance shows that the speaker has only one type of speech error. The error that appears in this datum is a repeat. Clark & Clark (1977) noted that repetition is the repetition of one or more words in sequence. Repeat appears three times throughout this utterance. First, repetition occurs when the speaker starts his speech. Repetition occurs in the phrase "give me." Second, repetition occurs in the middle of the speech. This happens when the speaker tries to perfect the previous phrase. This repetition occurs in the phrase "could you give me. Third, repetition occurs when the speaker has succeeded with the whole utterance. At the end of the speech, the speaker repeats the adjective "good," which is considered a mistake. For the first and second repeats that appear in this datum, speakers are used to recalling their memories of the speech to be conveyed. Unlike the other two repeats, the third repeat is used by speakers to give the effect of the emphasis on the word. In this case, the speaker has concerns in expressing his utterance. The speaker carefully chooses words and speaks very slowly, which shows doubt. Clark & Clark (1977) defined situational anxiety as a situation that makes the

speaker tense, anxious, or worried about it. Therefore, this condition results in less efficient planning and implementation.

Datum 4

Context: Speaker goes to supermarkets to buy some food needs. One of them is fruit. However, the speaker has difficulty finding the desired fruit. In addition, the speaker also forgets the English name of the fruit. So, she asked one of the supermarket waiters for help.

Utterance:

*“Um, fruit, **um um**, what is **this**? /What is **this**, fruit into like um outside red and inside white?”*

In this datum, the speaker has two types of speech errors. The first type of speech error is filled pause. After producing the word "fruit," the speaker performs a silence filled with the sound "um." According to Clark & Clark (1977) filled pause occurs when a gap or sound is filled in the middle of the speaking process. This sound is a code to indicate that the speaker has nothing to say. Due to the inability of the speaker to continue his speech, the speaker spontaneously issues "what is this?", where the phrase does not continue the previous word. In this case, the speaker loses the whole design in the process of producing speech. The next type of speech error is a repeat. Clark & Clark (1977) noted that repeat is the repetition of one or more words in sequence. This repetition appears in the phrase "what is this?" which is done twice. This phrase is repeated twice is the impact of speakers who do not have a design in the speech production process. Therefore, the speaker repeats the phrase "what is this?" to give the effect of the

emphasis on it. In this case, speakers need more time to design speech to express the object they want to describe. Clark & Clark (1997) suggest that it takes longer to produce the first word of a sentence for an abstract than for a specific topic. In this case, when the speaker has difficulty finding the intended word at the word selection level, the speaker will raise questions.

Datum 5

Context: The speaker is contacting his friend by phone to inform him that he will soon be heading to his place. At the beginning of the conversation, they start with pleasantries.

Utterance:

“I-I-I-I good. → I am good.”

The utterance shows the speaker starting the phrase with the word "I" repeatedly. The repetition of the word "I" is considered stutter. Clark & Clark (1977) said that stutter is an error that occurs when the speaker produces a word or phrase but has difficulty completing it. This data is word stuttering because the word is generated as a whole. In this repetition, the speaker is effectively producing the word. When the speaker produces a word, he produces it knowing the next utterance required. After producing a stutter, the speaker unknowingly slips into another error. The fault is a slip of the tongue. The speaker tries to produce the phrase "I am good" to express his condition in this utterance. However, the speaker did not do it well, so the utterance that came out was "I good." In this case, the speaker indicates that he has missed one of the linguistic materials, the auxiliary verb "am," as a companion to the adjective "good." In this

phrase, the adjective "good" functions as a subject complement so that the word must get the previous verb to complete the speech. Carroll (2008) suggests that deletion occurs when a speaker makes a mistake by skipping one or more syllables into an utterance. Therefore, this error is considered a tongue slip with deletion category. In this case, the speaker has cognitive difficulties, where the speaker has errors in grammatically arranging sentences. Clark & Clark (1997) suggest that it takes longer to produce the first word of a sentence for an abstract than for a specific topic. Therefore, speakers need more time to complete the design due to limited cognitive abilities.

Datum 6

Context: In phone conversations, the speaker expressed their readiness for the plans they had spoken about before. They had planned to visit several attractions in Guam.

Utterance:

“Yes/yes, I got ready \ we got ready!”

The speaker produces two speech errors in this utterance, including repeat and false start un-retraced. This utterance begins with an error in the word "yes." The word "yes" is repeated twice. According to Clark & Clark (1977), repeat is the repetition of one or more words in sequence. Repetition is intended to give the effect of the emphasis on the utterances issued by the speaker. Furthermore, the following error occurs in the phrase "I got ready." The speaker issued the sentence "I got ready," which was later corrected because he remembered that he said that to show he was not alone. The speaker corrects the word "I" to "we." Realizing

that she has made a mistake, then changed the wrong word, but not repeated, is categorized as false start un-retraced. Clark & Clark (1977) stated that in false start un-retraced, the speaker continues to say the next word without repeating the word before the wrong word. In this case, the speaker has no word before the correction. Clark & Clark (1997) suggest that it takes longer to produce the first word of a sentence for an abstract than for a specific topic. In this case, speakers need more time to design utterances to convey a picture of their condition when the speaker has difficulty determining the intended word at the word selection level, in this case.

Datum 7

Context: While at one of the attractions, they meet other tourists and their guides.

To get help from them, the speaker tries to engage with them in conversation.

Utterances:

*“You’re from America. Guam –**I mean**- are you live in Guam?”*

In this utterance, the speaker seems to be signalling "I mean" after saying "Guam." The speaker uses these signals to make corrections. Correction signals such as I mean, that is, well, and or rather, mentioned by Du Bois (1975), imply that the speaker will change the sentence (cited in Clark & Clark, 1977). The type of speech error correction is the only error in this datum. At first, the speaker said "Guam," which was later changed to "are you live in Guam?". Between two words, the speaker inserts an "I mean" signal to correct a word error, which will leave the speech with a very wrong meaning. Correction in speech occurs after the

speaker pronounces the adverb, namely "Guam." In this case, the speaker has cognitive difficulties, where the speaker has an error in planning speech. Clark & Clark (1997) suggest that it takes longer to produce the first word of a sentence for an abstract than for a specific topic. Therefore, speakers need more time to remember from cognition to speech due to limited cognitive abilities.

Datum 8

Context: The speaker went to see one of the bars recommended by his friend.

While at the bar, he met the bartender who worked there. Hesitantly and tensely, the speaker tries to have a conversation with the bartender.

Utterances:

“Um I’m-I’m-I’m-I’m just here ah come here \ I’m here my friend recommend for me. Um um you have to go to the beach bar in Tumon Beach. So, here/here, is it the beach bar?”

The above statement contains three types of speech errors. The first mistake is stutter. Clark & Clark (1977) said that stuttering is an error that occurs when the speaker produces a word or phrase but has difficulty completing it. Stuttering occurs in the phrase "I." This phrase is repeated many times, and the speaker produces it convincingly. When a speaker generates a phrase, he produces it knowing the next utterance he needs. This type is called a stuttering phrase because the phrase is produced. Next, the speaker makes a false start type of speech error. It occurs in the phrase "come here," where the speaker corrects by changing the phrase "come" to "I'm." In this utterance, the speaker realizes that he has made a mistake and corrects his words. The correction made by the speaker

shows that he only changes the wrong word and does not repeat one or more words before the corrected word. Based on Clark & Clark (1977), in false start un-retraced, the speaker continues to say the next word without repeating the wrong word. Therefore, this error is categorized as un-retraced. Finally, the speaker adds the necessary utterances to complete all the utterances, but the word "here" is repeated. According to Clark & Clark (1977), repeat is the repetition of one or more words in sequence. This word is repeated twice, which indicates that the speaker made a mistake, namely repeat. The word "here" shows the emphasis on the word by the speaker. In this case, the speaker has concerns about the topic he encounters. This makes the speaker feel anxious about the situation, interfering with planning and implementation. Clark & Clark (1997) revealed that when people talk about topics they are concerned about, they tend to have more caution and other verbal mistakes.

Datum 9

Context: In his conversation with the bartender, he explained the reasons for his presence in Guam.

Utterances:

*"Yes, reality show. It's too **alone/alone**, ah study English and try to **talk to/talk to \ talk English.**"*

There are two speech errors in this datum, including repeat and a false start. The first error occurs when the speaker utters the word "alone." The word "alone" is repeated twice, considered a repeat. Based on Clark & Clark (1977), repetition is the repetition of one or more words in sequence. In addition,

repetition also occurs at the end, in the phrase "talk to." All repeats in this datum indicate that the speaker is still planning the speech in the word selection process. The speech error on this datum ends with a false start. This error is indicated by repeating "talk to" and then corrected to "talk English." Changes in the preposition "to" to the noun "English." The speaker realized that he had made a mistake and corrected his words. In this case, the speaker repeats the word before the corrected word, categorized as a false start retrace. Clark & Clark (1977) stated that in false start retrace, speakers realize the words they believe are wrong and are ready to correct them by repeating the wrong phrase. In this case, the speaker has cognitive difficulties, where the speaker has an error in planning speech. Clark & Clark (1997) suggest that it takes longer to produce the first word of a sentence for an abstract than for a specific topic. Therefore, speakers need more time to remember from cognition to speech due to limited cognitive abilities.

Datum 10

Context: Having an interest in the field of bartending, the speaker asks the bartender to give him a chance to teach him about bartending.

Utterance:

“Um I want/I want learn to/to bartending. → I want to learn bartending.”

The above statement shows two types of speech errors that speakers have made. The type of speech error that appears first is a repeat. Clark & Clark (1977) noted that repeat is the repetition of one or more words in sequence. The speaker shows the repeat error in this utterance twice. The first repetition occurs at the

beginning of the speech in the phrase "I want." The following repetition occurs at the end of the speech in the preposition "to." This repetition error occurs because the speaker is still looking for the proper reference to continue his expression. The last mistake is a slip of the tongue. It occurs in the phrase "I want to learn to bartending," where the speaker says, "I want to learn bartending." This error indicates the presence of two interchangeable segments. According to Carroll (1986), the exchange is a dual transfer in which two language units change positions. In this case, the speaker moves the word "to," which is after the word "want," to the position before the word "want." The exchange of these two segments is considered a slip of the tongue in the reversal/exchange category. In this case, the speaker has concerns in expressing his utterance. The speaker carefully chooses words and speaks very slowly, which shows doubt. Clark & Clark (1977) defined situational anxiety as a situation that makes the speaker tense, anxious, or worried about it. Therefore, this condition impacts planning and implementation being less efficient.

Datum 11

Context: After learning to make a drink, the speaker recounted his observations of the bartender. Want to try, the speaker asked the bartender to teach it.

Utterances:

"Ah, I am\I saw before um bartender is shacking. → A bartender is shaking. Could you show me the shaking?"

There are two types of speech errors that are shown in this data. The first error shown is a false start. This error occurs when the speaker utters the phrase "I

saw." In this phrase, the speaker changes the word "am" to "saw." In this type of error, the speaker still includes the word "I" in the correction. The speaker realizes that he made a mistake and then corrects it by repeating one or more previous words. Based on Clark & Clark (1977), that in false start retrace, speakers realize the words they believe are wrong and are ready to correct them by repeating the wrong phrase. Therefore, this word change is considered a false start retraced.

Furthermore, in the sentence "bartender is shacking," the speaker shows an error in the speech. The speaker made the sentence "bartender is shacking," but what was said, "a bartender is shacking." This indicates the speaker has removed the "a" before "bartender." This deletion is considered a slip of the tongue in the deletion category. Carroll (2008) stated that deletion occurs when a speaker makes a mistake by skipping one or more syllables into an utterance. The utterances issued by speakers skip the linguistic material, namely the article "a," which serves to indicate members of an unspecified group or category. In this case, the speaker has cognitive difficulties, where the speaker has errors in grammatically arranging sentences. Clark & Clark (1997) suggest that it takes longer to produce the first word of a sentence for an abstract than for a specific topic. Therefore, speakers need more time to complete the design due to limited cognitive abilities.

Datum 12

Context: The speaker is saying goodbye to the bartender who has been willing to teach him about bartending, and the bartender asks him to visit again.
The speaker accepted the offer well.

Utterances:

“Um okay. I/I stay in Guam, maybe six, -I mean- five days. I come back here. → I will come back here.”

In this utterance, the speaker experiences an error when starting the utterance. The first error that appears is a repeat. The speaker repeats the word "I." Clark & Clark (1977) noted that repeat is the repetition of one or more words in sequence. In this speech, the word "I I" is intended to find references to continue the speaker's speech. In the middle of the speech, the speaker makes a correction error. The speaker corrects the word "six" by changing it to "five." The speaker issues an "I mean" signal to correct the misspelt word, leaving the speaker's meaning as a correction code. Correction signals such as I mean, that is, well, and or rather, mentioned by Du Bois (1975), imply that the speaker will change the sentence (cited in Clark & Clark, 1977). At the end of the utterance, there is a slip of the tongue in the deletion category. Carroll (2008) suggests that deletion occurs when a speaker makes a mistake by skipping one or more syllables into an utterance. This happens when the speaker says the sentence "I come back here," but what the speaker wants to say is, "I will come back here." In this case, the speaker leaves the modal "will" before the verb indicating that the return will occur later. This reduction is a sign that the speaker has made a deletion. In this case, the speaker has cognitive difficulties, where the speaker has an error in planning speech. Clark & Clark (1997) suggest that it takes longer to produce the first word of a sentence for an abstract than for a specific topic. Therefore,

speakers need more time to remember from cognition to speech due to limited cognitive abilities.

Datum 13

Context: Intending to develop his English, the speaker offers to help him become a servant upon his next coming.

Utterance:

“Um, I/I \ Can I work -I mean- I want to practice in English in the beach bar?”

In this datum, the speaker shows the word "I", repeated twice at the beginning of the utterance. This indicates that the speaker has made an error which is considered a repeat error. Clark & Clark (1977) noted that repetition is the repetition of one or more words in sequence. Speakers use this repetition to find references to continue their speech. The following error made by the speaker is a false start. This error occurs when the speaker changes the word "I" to "Can." Clark & Clark (1977) that in the un-retraced false start, the speaker continues to say the next word without repeating the wrong word. Therefore, this type is considered false start un-retraced because the speaker only corrects the wrong words. In this case, the speaker has no word before the correction. The following errors occur when the speaker makes corrections to his speech. This shows that the speaker has made a correction type error. This type of error is marked by the speaker issuing the phrase "I mean" as a signal to correct errors in speaking. Correction signals such as I mean, that is, well, and or rather, mentioned by Du Bois (1975), imply that the speaker will change the sentence (cited in Clark &

Clark, 1977). Correction is made because the error issued will leave the utterance with the wrong meaning. In this case, the speaker has concerns in expressing his utterance. The speaker carefully chooses words and speaks very slowly, which shows doubt. Clark & Clark (1977) defined situational anxiety as a situation that makes the speaker tense, anxious, or worried about it. Therefore, this condition impacts planning and implementation being less efficient.

Datum 14

Context: The speaker was going to fish in the sea. The speaker had a conversation with the captain of the ship who was carrying it. He asked a few questions about the captain and his job.

Utterances:

*“**Thirty year** → thirty years? Wow! **Do you love/do you love** ah do you love your my work ah your work?”*

In this utterance, the first error is a slip of the tongue. The speaker said, "thirty year", but what the speaker said was "thirty years." In this case, the speaker exhibits one type of slip of the tongue called a deletion. Carroll (2008) suggests that deletion occurs when a speaker makes a mistake by skipping one or more syllables into an utterance. This indicates the speaker skipped the linguistic material, i.e., the "s" ending to denote plural words. The following error occurs in the phrase "Do you love." This phrase is repeated twice. Clark & Clark (1977) noted that repeat is the repetition of one or more words in sequence. The repetition of the phrase "Do you love" is considered a repeat error. It occurs when the speaker is in the process of choosing words to design the overall utterance. In

this case, the speaker has cognitive difficulties, where the speaker has errors in grammatically arranging sentences. Clark & Clark (1997) suggest that it takes longer to produce the first word of a sentence for an abstract than for a specific topic. Therefore, speakers need more time to complete the design due to limited cognitive abilities.

Datum 15

Context: After successfully catching a fish, the speaker realized that he had only seen the type of fish for the first time. Then, he asked one of the crew members to answer his curiosity about the fish.

Utterance:

*"Jamie, is these fish **taste good?** → good taste."*

There is only one type of speech error in this datum, namely a slip of the tongue. The speaker gets a slip at the end of the speech indicating an error. This error occurs when the speaker says, "taste good," but wants to say, "good taste." In this case, the speaker has shown the existence of two interchangeable segments. The speaker moves the word "taste," which is after the word "good," to the position before the word "good." According to Carroll (1986), the exchange is a dual transfer in which two language units change positions. Therefore, the exchange of these two segments is considered a slip of the tongue in the reversal/exchange category. In this case, the speaker has cognitive difficulties, where the speaker has errors in syntactically arranging sentences. Clark & Clark (1997) suggest that it takes longer to produce the first word of a sentence for an

abstract than for a specific topic. Therefore, speakers need more time to complete the design due to limited cognitive abilities.

Datum 16

Context: In the class, they are asked to discuss and present a topic. The speaker gets a section to give his opinion on "Why one should not always be with someone else." The speaker presents his arguments that follow the experience he has acquired.

Utterance:

"I always around people and they ask me and ~~see/see~~ \ saw me and always I spend my energy, ~~I/I~~ want take some rest. → I want to take some rest."

In this speech, the speaker has three types of speech errors. The first mistake is a repeat. Clark & Clark (1977) noted that repetition is the repetition of one or more words in sequence. The error occurs when the speaker uses the verb "see" and the pronoun "I" is repeated twice. This error occurs because the speaker uses it to help remember the phrase in his mind. The following error is false start un-retraced. It occurs in the verb "see," which is later corrected to "saw." Clark & Clark (1977) that in the un-retraced false start, the speaker continues to say the next word without repeating the wrong word. Therefore, this type is considered un-retraced because it has no words other than the corrected word. The speaker realizes that he has made a mistake which is then corrected, but he only changes the corrected word.

Finally, the error occurs in the type of a slip of the tongue. The speaker said, "I want to take some rest," while what the speaker meant was, "I want to take some rest." In this case, the speaker skipped the linguistic material, namely the infinitive "to." The to-infinitive is an intermediary between two adjoining verbs, namely "want" and "take." Carroll (2008) suggests that deletion occurs when a speaker makes a mistake by skipping one or more syllables into an utterance. Therefore, leaving one linguistic material is called a deletion. In this case, the speaker is in a situation under the pressure of dialogue. Speakers do not have anything concrete to say but must be explained in front of classmates and teachers with short preparations. Therefore, speakers pay attention to their words because they get pressure from the social environment where people wait for an explanation. Clark & Clark (1977) stated that the social situation is when the speaker finds it challenging to plan utterances when the conversation takes place under pressure.

Datum 17

Context: After getting his lunch, the speaker and his friends enjoyed their meal.

Before eating lunch, speaker issue speeches as a sign to start their lunch.

Utterance:

*"Yeah! **Enjoy/enjoy** your food –**I mean-** have a good meal."*

In the speech, the speaker makes two types of speech errors. First, the speaker initiates the error with a repeat. This is indicated by the repetition of the word "enjoy." Clark & Clark (1977) noted that repetition is the repetition of one or more words in sequence. This repetition shows that the speaker is still confused

by the following phrases from the utterances that have been issued. Last is the correction. Speakers show this error in the phrase "enjoy your food" that appears at the beginning of the utterance. This error is indicated by the appearance of the "I mean" signal. This gesture signifies that the speaker has found an utterance that he thinks is true, which replaces the previous utterance. Correction signals such as I mean, that is, well, and or rather, mentioned by Du Bois (1975), imply that the speaker will change the sentence (cited in Clark & Clark, 1977). At first, the speaker produced the phrase "enjoy your food," which was later corrected to "have a good meal." This shows that corrections are made to clarify the meaning of the utterance. In this case, the speaker has cognitive difficulties, where the speaker has an error in planning speech. Clark & Clark (1997) suggest that it takes longer to produce the first word of a sentence for an abstract than for a specific topic. Therefore, speakers need more time to remember from cognition to speech due to limited cognitive abilities.

Datum 18

Context: After performing, the dancers ask the speaker to give their opinion about their performance on stage. The speaker then appreciates her friend's performance.

Utterance:

*“Love it! **In your stage you,** \ on your stage you so beautiful and guys too amazing.”*

In this datum, the speaker shows only one type of speech error. The error that appears is a false start. At first, the speaker issued the sentence "In your

stage" then changed it to "On your stage." In this case, the speaker indicates a correction from the preposition "in" to "on." A false start occurs when the speaker realizes that they have made a mistake and corrects their words. This type of false start is considered untraced because the speaker keeps saying the next word without repeating the wrong word. Clark & Clark (1977) that in the un-retraced false start, the speaker continues to say the next word without repeating the wrong word. In this case, the speaker has no words before the correction. In this case, the speaker has cognitive difficulties, where the speaker has an error in planning speech. Clark & Clark (1997) suggest that it takes longer to produce the first word of a sentence for an abstract than for a specific topic. Therefore, speakers need more time to remember from cognition to speech due to limited cognitive abilities.

Datum 19

Context: The speaker intends to develop English by becoming a waitress at the Beach Bar. Before starting his task, the speaker practices first about the speeches he will use. Because of the nervous speaker, continue to practice while preparing the bar.

Utterance:

"How-how-how-how's/how's everything going?"

This utterance shows that the error occurs when the speaker starts his utterance. For starters, the speaker utters the word "how" repeatedly. Word repeaters are considered stuttering because the speaker is effectively producing words. Clark & Clark (1977) said that stuttering is an error that occurs when the

speaker produces a word or phrase but has difficulty completing it. This type is called word stuttering because the resulting word is generated entirely. When producing words, the speaker produces by knowing the continuation of the required utterance. After producing a stutter, the speaker again makes an error in the "How" sentence. In this phrase, the speaker repeats. Clark & Clark (1977) noted that repetition is the repetition of one or more words in sequence. Therefore, this error is considered recurring. Speakers use repetition to help them remember the phrases they have in mind. After doing the repetition, the speaker managed to finish his speech well. In this case, the speaker has concerns in expressing his utterance. The speaker carefully chooses words and speaks very slowly, which shows doubt. Clark & Clark (1977) defined situational anxiety as a situation that makes the speaker tense, anxious, or worried about it. Therefore, this condition impacts planning and implementation being less efficient.

Datum 20

Context: The speaker is carrying out his duties as a waitress. When he was serving one of the bar's customers, the customer immediately asked for the existence of the bathroom. Therefore, spontaneously speakers are required to describe it to customers.

Utterance:

"Um, the restroom is take over/over there. → restroom takes over there."

The statement above shows that the speaker has made a speech error. The mistakes made by the speaker are slips of tongue and repeat. The first error is

shown by speakers when saying, "the restroom is take over there." In this speech, the speaker wants to say, "the restroom takes over there." In this case, the speaker adds inappropriate linguistic material. Based on Carroll (2008), addition is the error of accidentally adding material to speech. In this speech, the speaker adds the auxiliary verb "is" before the verb "take," which is unnecessary in the sentence. The addition of the word "is" indicating a slip of the tongue in this speech is categorized into the type of addition. The second error is shown when the speaker issues the repetition of the word "over." According to Clark & Clark (1977), repeat is the repetition of one or more words in sequence. The word "over" appears before the speaker pronounces the preposition "there." This word is repeated twice in the impact of speakers who do not have a design in the speech production process. Therefore, the speaker repeats the word "over?" to give the effect of the emphasis on it. The repetition issued by the speaker indicates a type of speech error called a repeat. In this case, the speaker is in a situation under the pressure of dialogue. The speaker has nothing concrete to say but must explain the existence of an object with a brief preparation. Therefore, speakers pay attention to their words because they get pressure from a society where those around them are waiting for an explanation. Clark & Clark (1977) stated that the social situation is when the speaker finds it challenging to plan utterances when the conversation takes place under pressure.

Datum 21

Context: After being invited to see some tourist attractions in Guam, the speaker expressed his gratitude to his friend by issuing a speech of flattery.

Utterance:

“I was so happy today for you. → I was so happy today because of you.”

This speech shows that the speaker only makes a slip of tongue type error. The phrase issued by the speaker is "I was so happy today for you," but what the speaker wants to say is, "I was so happy today because of you." In this case, the speaker performs a slip of the tongue called substitution. This substitution occurs because the speaker changes the phrase "because of" to "for." The two words have a good relationship, both in the same part of speech, preposition. According to Fromkin (1972), the speaker produces the wrong word in word substitution but is usually semantically or phonologically related to the expected word (cited in Clark & Clark, 1977). In this case, the speaker has cognitive difficulties, where the speaker has errors in composing sentences lexically. Clark & Clark (1997) suggest that it takes longer to produce the first word of a sentence for an abstract than for a specific topic. Therefore, speakers need more time to complete the design due to limited cognitive abilities.

Datum 22

Context: The speaker went to the wedding organizer's store to plan his wedding anniversary party held in Guam. While in the store, the speaker talks to the store owner to get the concept right.

Utterances:

“Husband? My husband in my \ in Korea.”

In this datum, the speaker shows only one type of speech error. The error that appears is a false start. At first, the speaker issued the phrase "In my" then changed it to "in Korea." In this case, the speaker shows the correction from the pronoun "I" to the noun "Korea." False start occurs when the speaker realizes that he has made a mistake and corrects her words. Clark & Clark (1977) stated that in false start retrace, speakers realize the words they believe are wrong and are ready to correct them by repeating the wrong phrase. This type of false start is considered retraced because when the speaker realizes that she has made a mistake, the speaker corrects his words by repeating one or more words before being corrected. In this case, repetition occurs in the preposition "in." In this case, the speaker has cognitive difficulties, where the speaker has an error in planning speech. Clark & Clark (1997) suggest that it takes longer to produce the first word of a sentence for an abstract than for a specific topic. In this case, when the speaker has difficulty finding the intended word at the word selection level, the speaker will raise questions.

Datum 23

Context: The speakers went to look for souvenirs to bring back to Korea. They decided to buy chocolate. They chose one of the chocolate shops and asked the waiter who was on guard to recommend chocolate with good taste and price.

Utterances:

“Excuse me. Um do you offering good rate for us? → Do you offer a good rate for us?”

The statement above shows that the speaker has made a speech error. The mistakes made by the speaker are slips of the tongue. The data shows that this error appears twice. First, the speaker indicates the type of addition. According to Carroll (2008), addition is the error of accidentally adding material to speech. In this type, the speaker says, "do you offer ...", but he wants to say, "do you offer." In this case, the speaker has added linguistic material that does not match what is indicated in the word "offer." The speaker adds the suffix "ing," which is not required in these words. Second, this type of slip of the tongue is called a deletion. The speaker says "good rate for us," but he means "... good rate for us". This shows that the speaker left one of the linguistic materials in the article "a" in the phrase "good rate". Carroll (2008) stated that deletion occurs when a speaker makes a mistake by skipping one or more syllables into an utterance. In this case, the speaker has cognitive difficulties, where the speaker has errors in grammatically arranging sentences. Clark & Clark (1997) suggest that it takes longer to produce the first word of a sentence for an abstract than for a specific topic. Therefore, speakers need more time to complete the design due to limited cognitive abilities.

Datum 24

Context: Not only recommend chocolate, but the waiter brings various types of chocolate as a tester to taste the speakers. The speaker was flattered by the service provided by the servant.

Utterance:

"Wow, I-I-I-It's, okay?"

The researcher only found one type of speech error in the speech above. The error is stutter. Clark & Clark (1977) said that stutter is an error that occurs when the speaker produces a word or phrase but has difficulty completing it. Stuttering occurs in the word "This". The speaker stutters on the first syllable, "I-I-I-It's". In other words, speakers experience stuttering in the syllable category. The speaker uses the error of stuttering in this speech to indicate that his feelings are unstable. In this case, the speaker has concerns in expressing his utterance. The speaker carefully chooses words and speaks very slowly, which shows doubt. Clark & Clark (1977) defined situational anxiety as a situation that makes the speaker tense, anxious, or worried about it. Therefore, this condition impacts planning and implementation being less efficient.

Datum 25

Context: The speakers were entertaining guests to their residences. To fill their lunch, they had a conversation. In the conversation, they introduced each other speakers.

Utterance:

"It's famous dancer. → He is a famous dancer."

The speech above shows that the speaker has made a speech error. The mistakes made by the speaker are slips of the tongue. The data shows that this error appears twice. First, the speaker indicates the type of substitution. The phrase issued by the speaker is "It's famous dancer," but what the speaker wants to say is, "He is famous dancer." This substitution occurs because the speaker changes "He is" to "It is." The two words have a good relationship, both in the

same part of speech, pronoun. Fromkin (1972) stated that the speaker produces the wrong word in word substitution but is usually semantically or phonologically related to the expected word (cited in Clark & Clark, 1977). Second, this type of tongue slip is called a deletion. Carroll (2008) suggested that deletion occurs when a speaker makes a mistake by skipping one or more syllables into an utterance. The speaker says, "It's a famous dancer", but the intended speech is "It's a famous dancer." This shows that the speaker left one of the linguistic materials in the article "a" in the phrase "famous dancer." In this case, the speaker has cognitive difficulties, where the speaker has errors in grammatically arranging sentences. Clark & Clark (1997) suggest that it takes longer to produce the first word of a sentence for an abstract than for a specific topic. Therefore, speakers need more time to complete the design due to limited cognitive abilities.

Datum 26

Context: One of the dishes served for lunch was fish caught by one of the speakers who had previously gone fishing. The speaker processed the fish based on a recipe given by the ship's captain, whom the other day fished with him.

Utterances:

*I cook this um by captain's recipe. I'm not sure, **it's a good or not.***

*→ It's good or not. **I/I don't sure**, but I did my best. → I'm not sure.*

This datum contains several types of speech errors made by the speaker. At the end of the utterance, the speaker shows an error, namely slips of the tongue. At this datum, the speaker does it twice. First, an error occurs when the

speaker says, "it's a good or not." The speaker means to say, "It's good or not." This shows that the speaker has added linguistic material that is unnecessary for the speech. Addition of article "a," which is considered as one type of a slip of the tongue in the category of addition. Carroll (2008) stated that addition is the error of accidentally adding material to speech. Second, the speaker says, "I don't sure," but the speaker means to say, "I'm not sure." In this case, the speaker performs a slip of the tongue, which is categorized as a substitution. This substitution occurs because the speaker changes the auxiliary "am not" to "do not." The speaker produces the wrong word, but the two words have something in common, auxiliary verbs. Fromkin (1972), the speaker produces the wrong word in word substitution but is usually semantically or phonologically related to the expected word (cited in Clark & Clark, 1977). The last error occurred in the word "I." In this case, the speaker repeats. Clark & Clark (1977) noted that repetition is the repetition of one or more words in sequence. The word "I I" appears before the speaker says the sentence "not sure." This error occurs because the speaker wants to pressure the speech he wants to issue. In this case, the speaker has committed a speech error called repeat. In this case, the speaker has cognitive difficulties, where the speaker has errors in grammatically arranging sentences. Clark & Clark (1997) suggest that it takes longer to produce the first word of a sentence for an abstract than for a specific topic. Therefore, speakers need more time to complete the design due to limited cognitive abilities.

2. Patterns of Speech Errors of artists on the South Korean TV Program

“My English Puberty 100 Hours”

After presenting and analyzing fifty-three speech errors data from artists about types of speech errors based on Clark & Clark's theory (1977) and types of slip of tongue based on Fromkin's theory (1973), The researcher observed that speakers of each type of speech error produced dominant patterns in the data. However, the types of errors do not have a dominant pattern, namely filled pause, false start un-retraced, reversal or exchange, and substitution. As an illustration, the following researchers will describe an explanation that is arranged from the most dominant type.

a) Repeats

Clark & Clark (1977) noted that repeats are the repetition of one or more words in sequence. This error occurs when the speaker repeats the same word in the middle of speech production when reading or thinking about something. Repeats occur because the speaker is in a state of remembering the next word or utterance. It indicates that they have difficulty planning and finding the right words to say next. Repetition is divided into two categories, namely, repetition of phrases and repetition of words. In this study, speakers use both categories of repetition. Phrase repetition means that the speaker repeats words and phrases, while word repetition means that the speaker only repeats words, not phrases.

The researcher found fourteen utterances containing nineteen errors in the repeat category. Repeats produced by speakers are in datum 3, 4, 6, 8, 9, 10, 12, 13, 14, 16, 17, 19, 20, and 26. The data shows that the dominance of speech error

in a speech in this study is a repeat. Most of them are filled with repetitions on the word function, namely pronoun. For example, in datum 12, “*Um okay. **I/I** stay in Guam, maybe six, -I mean- five days. I come back here. → I will come back here.*” In this case, the speakers use repetition to give more time to think about the speech they want to produce. In some datums also indicate the repetition of phrases produced by speakers. For example, at datum 3, “***Give me/give me** ah could you give me/could you give me. Could you give me a good/good rate?*”.

b) False Start Un-retraced

False start un-retrace has a similar concept to false start retrace. Clark & Clark (1977) define False start un-retraced as a condition in which the speaker changes a word without repeating one or more words before the corrected word. This case shows that the speaker wants to convey the meaning of his speech accurately but accidentally utters the wrong word. This condition requires the speaker to correct the wrong word and clarify his speech.

This study shows that five utterances contain five false starts un-retraced. speakers generate un-retracted false starts in data 6, 8, 13, 16, and 18. This study showed that most of the speakers produced the wrong words that had good semantic ties. For example, on datum 18, “*Love it! **In your stage** you \ on your **stage** you so beautiful and guys too amazing.*” In addition, speakers often make word changes to the word function of pronoun (for example, on datum 6, “*Yes/yes, **I got ready** \ **we got ready!**”.) and the content word, verb (for example, on datum 16, “*I always around people and they ask me and see/see \ **saw** me and always I spend my energy, **I/I** want take some rest. → I want to take some rest.*”)*

The data shows that there is no dominant pattern in this type of slip of tongue. This happens because the dominant part of speech has the same number.

c) Corrections

Corrections occur when the speaker stops his speech by signaling before continuing (Clark & Clark, 1977). Many things cause the speaker to pause his words, hesitate, rush, feel the points mentioned are not valid, and so on, but filling them with the above words in the wrong conversation will sound more natural than filling them with unclear words (Clark & Clark 1977). Speech termination is considered a correction when one of the signs appears, such as, I mean, that is, well, and or instead before the speaker continues his speech.

In this study, speakers found four utterances containing four corrections. The resulting correction is in datum 7, 12 13 and 17 The data shows that most of the corrected words are words to replace what was said before. For example, on datum 20, “Um, I/I, \ Can I work, um, **-I mean-** I want to // practice // in English // in, um, beach bar?”. “I mean” in this speech is used to correct an error that comes out and will leave the utterance with a significantly wrong meaning. In addition, most of the corrections occur when the speaker removes the content word, namely noun. For example, on datum 18, “Um, okay. I/I stay in Guam, maybe six, **-I mean-** five days. I come back here. → I will come back here.”

d) Stutters

Stuttering is an error that occurs when the speaker produces a word or phrase but has difficulty completing it (Clark & Clark, 1977). The speaker stutters because he or she hesitates, stumbles, tenses, jerks, or is nervous. Stuttering is

characterized by repeating one syllable or word many times before a specific word will be spoken next. Stuttering often occurs when people utter utterances in spontaneous situations because they must plan the expression in words in their brains before they are spoken.

There are four utterances containing four stutters made by speakers found by the researcher. Speaker's experience stuttering in datum 5, 8, 19 and 24. The data shows that most of the stutters made by artists are word stutters. For example, at datum 5, "***I-I-I-I*** good. → *I am good.*" In addition, stuttering also often appears in function words are pronoun. For example, on datum 24, "*Wow, I-I-I-It's, okay?*".

e) False Start Retraced

A false start is defined as a condition where the speaker changes the word because he or she chooses to correct the wrong word. A false start is categorized as retraced because the speaker repeats one or more words before the corrected word (Clark & Clark, 1977). Speakers try to pronounce the right words, but they unconsciously produce wrong words, so they need to correct them. False start retrace shows that the speaker wants to convey the meaning of his speech clearly, so it is necessary to correct and clarify his speech.

There are three utterances containing three false starts retraced found by researcher. False start retraced yang dialami oleh penutur yaitu dalam datum 9, 11, dan 22. The false start retraced error in this study shows that speakers make word changes with the right words according to the context of the speaker's needs. For example, on datum 11, "*Ah, I am \ I saw before, um, bartender is shaking. → A*

bartender is shaking. Could you show me // the shaking?". Most of the words addressed in the correction in false start un-retraced are content words, nouns. For example, on datum 9, "Yes, reality show. It's too alone/alone, ah study English and try to talk to/talk to \talk English."

f) Filled Pause

According to Clark & Clark (1977), filled pauses occur when a gap or sound is filled in the middle of the speaking process. Speakers do not have everything planned before they speak, so they mistake filling in pauses. Speech is categorized as filled if the speaker fills the gap by using sound in his speech. The speaker fills in the gaps by adding articulations of several voices, or fillers can be uh, um, and the like. The speaker does a filled pause to give a signal that he has not finished with his contribution. They think that if they wait too long to plan their next utterance, listeners will think they have finished their utterance and begin to take their turn.

In this study, the speaker produces one utterance that contains one filled pause. In this case the speakers don't have everything planned before they start, so they don't have anything to throw out. Therefore, filled pauses that appear in this study, are used as a transition from imperfect production. For example, on datum 4, "Um, fruit, **um um**, what is this? /What is this, fruit into like um outside red and inside white?" Based on the data displayed, there is no dominance in this type of speech error. This is because this type only appears once in the study.

g) A slip of the tongue.

i. Deletions

Deletions mean skipping some elements of an utterance. Carroll (2008) suggests that deletions occur when the speaker makes a mistake by adding one or more syllables to an utterance. The speaker intends to pronounce the intended speech well, but he or she misses the linguistic material by chance. It is usually associated with phonemes, morphemic affixes (prefixes and suffixes), articles, prepositions, conjunctions, whole phrases, and even saying what speech should be. Therefore, when speakers remove linguistic elements from their speech, this is known as a slip of the tongue category deletions.

In this study, eight utterances contained eight deletions. the deletion categories that speakers produce is in datums 1, 5, 11, 12, 14, 16, 23, and 25. Most of the speakers in this study omitted the function word, namely article. For example, in datum 11, “*Ah, I am I saw before um **bartender is shacking.** → A bartender is shaking. Could you show me the shaking?*” In addition, speakers also miss some linguistic material, including affix morphemes (for example, in datum 1 “*Ah, I will have one beer and **two cola.** → two colas.*”).

ii. Additions

Additions is an error by adding material to the speech accidentally (Carroll). The addition is additional linguistic material. They were usually related to phonemes, morphemic affixes (prefixes and suffixes), articles, prepositions, conjunctions, whole phrases, or even phrases. In this case, the speaker means to

say the utterance that is being spoken; however, occasionally, he or she incorporates linguistic content into his planned speech, resulting in a slip.

The researcher found four utterances that had four additions in this study. The speakers generate additional categories at datum, 2, 20, 23, and 26. Most of the additions done by speakers in the study were content words, verbs. This happens at datum 23 "*Excuse me. Um, **do you offering good rate for us?** → Do you offer a good rate for us?*". Furthermore, the addition of the function word, include article (for example, in datum 26 "*I cook this **um** by Captain's recipe. I'm not sure, **it's a good or not.** → It's good or not. I/I don't sure, but I did my best. → I'm not sure*".) and auxiliary (for example, on datum 20, "*Um, the restroom **is take over/over** there. → the restroom takes over there.*")

iii. Substitutions

Carroll (1986) suggests that substitutions occur when the speaker replaces words with different meanings than they should, thus confusing the listener. In other words, the speaker is wrong in using words that support the correct meaning of the intended utterance. Various internal and external factors can influence the meaning of a word that appears as a substitution. A word that appears as a substitution sometimes has a significantly different meaning from the original term. In word substitution, speakers produce terms that are not correct but are usually semantically or phonologically related to the intended word.

The speakers produced three utterances containing three substitutions in this study. Substitutions are found in datums 21, 25 and 26 of the speaker's utterances. The data shows that this type of slip of the tongue occurs in content

words. In this case, it includes prepositions (for example, at datum 21, “*I was so happy today **for you**. → because of you.*”), auxiliary verbs (for example, in datum 26 “*I cook this um by Captain’s recipe. I’m not sure, it’s a good or not. → It’s good or not. **I/I don’t sure**, but I did my best. → I’m not sure.*”), and pronoun (for example, in datum 25 “*It’s famous dancer. → **He is** a famous dancer.*”). The data showed that there was no dominant pattern of this type of slip of tongue. This happens because each part of speech has the same number.

iv. Reversal/exchange

Reversal is a slip of the tongue, which is an exchange of two or more words that causes an error. Some researchers refer to this type of slip of the tongue as a spoonerism, after William A. Spooner, an English clergyman. He is reported to have often made such mistakes, wittily, perhaps intentionally. Carroll (1986) defines exchange as a twofold shift in which a linguistic unit switches location. In this case, the speaker moves the word or sound from one position to another. In general, the speaker realizes that the word that has been uttered has been misplaced and corrects it. However, sometimes these errors pass without the speaker realizing it.

In this study, the researcher found two utterances containing two reversals/exchanges. reversal or exchange categories are generated at datums 10 and 15. The speakers in the data completely shift the position of the word. The data shows that the reversal/exchange in this study occurs in the content word, involve verb, (for example, in datum 10 “*Um, I want/**I want learn** to/to bartending. → I want to learn bartending.*”) and adjective (for example, in datum

15, "*Jamie, is these fish **taste good?** → **good taste.***"). The data showed that there was no dominant pattern of this type of slip of tongue. This happens because each part of speech has the same number.

3. The Possible Conditions as the Reason for the occurrence of Speech Errors on the South Korean TV Program "My English Puberty 100 Hours."

From the observations that have been made in seven episodes, the researcher also observed the conditions that might be the reason why the artists made speech errors. The reasons in the tv program are relatively similar, although the speakers have different topics depending on the conditions they face. Therefore, the researcher concludes that all the reasons for speech errors are present in this discussion. In this case, Clark & Clark (1977) found three possible reasons speakers produce speech errors, namely cognitive difficulty, situational anxiety, and social circumstance.

a) Cognitive Difficulty

The cognitive difficulty is when speakers take longer to produce speech about a topic using abstract words or concrete words (Clark & Clark, 1977). In word choice, hesitation arises when the speaker has difficulty finding the right word. For example, on datum 8, "*Um, fruit, **um um, what is this?** /**What is this,** fruit into like *um outside red and inside white?*". This datum shows that speakers have difficulty in choosing the right words to describe the intended object. It raises cognitive difficulties which are marked by the spontaneous release of the*

word "what is this" which actually does not have continuity with the previous word. In other cases, it was observed that speakers experienced errors in composing sentences, both lexically, syntactically, and grammatically. For example, at datum 1, "Ah, **I will have one beer and two cola.** → two colas." This utterance shows that the speaker has succeeded in compiling his sentence. However, he has unknowingly missed one of the linguistic materials. At the same time, they have acquired the grammatical material that must be used. This shows that speakers still have cognitive difficulties.

b) Situational Anxiety

Clark & Clark (1977) define situational anxiety as a situation that makes the speaker tense, anxious, or worried about it. Speakers tend to make doubts in speaking. Furthermore, when speakers are nervous, they have difficulty speaking cognitively. Anxiety disrupts planning and execution so that they run ineffectively. When individuals are worried about what they will say, they are more selective in choosing words to compose their utterances. For example, in datum 8, "*Um, **I'm-I'm-I'm-I'm** just here ah **come here** \ I'm **here** my friend recommend for me. Um, um, you have to go to the beach bar in Tumon Beach. So, **here/here**, is it the beach bar?*" Anxiety can be seen in the speech, where speakers do at the beginning of the speaker experiencing stuttering. He even issued the wrong word, which was then classified so as not to cause misunderstanding. In this case, the speaker pays excellent attention to the diction issued when compiling the correct sentence.

c) Social Circumstance

The social Circumstance is when speakers find it challenging to plan utterances when the conversation takes place under pressure (Clark & Clark, 1977). In this case, the artists often engage in conversations on topics that they have not previously planned. For example, in the datum 16, I always around people and they ask me, and **see/see \ saw** me and always I spend my energy, **I/I want take some rest**. → I want to take some rest. In this case, the speaker must explain well about the topic he got in front of all classmates and teachers. Stress in conversation is why the speaker is more careful that the speaker speaks very slowly, and even the speaker has to clarify his speech so that the listener understands what he means. This error reinforces the idea that she has nothing concrete to say but must speak and pay attention to her words for social reasons and under conversational pressure.

B. Discussion

According to Clark & Clark (1977), when speakers speak spontaneously without preparation, they will stammer, repeat, self-correct, and stutter. Furthermore, they highlight that spontaneous communication without preparation is often quite raw. Speech errors can occur as a result of spontaneous speech. Silent pause, filled pause, repeat, false start retraced, false start un-retraced, stutter, correction, interjection, and a slip of the tongue are common types of speech errors (Clark & Clark, 1977). Fromkin is a linguist who focuses on speech errors, especially sprains of the tongue, in his works. Many of his efforts are cited

in Clark & Clark's ideas on speech errors. Fromkin classifies a slip of the tongue into eight categories, including anticipation, preservation, reversal/exchange, blend/haplology, misderivation/shift, substitution, addition, and deletion (Carroll, 2008).

After presenting and analyzing the data in this section, the researcher describes the discussion of the findings in the previous section. The researcher has classified the data based on Clark & Clark's (1977) theory of speech errors and assisted by Fromkin (1973) on a slip of the tongue, as well as possible conditions that cause speech errors based on Clark & Clark's (1977) theory. In this study, the researchers found that the artists produced fifty-three speech errors in the TV program "My English Puberty 100 Hours". The types of speech errors found in the data are filled pause, repeat, false start retraced, false start un-retraced, correction, stutter, and a slip of the tongue (involve reversal or exchange, substitution, addition, and deletion). The artists produced the most repeat speech errors with nineteen data. The types of speech errors not found in the data are silent pause and interjection. At the same time, the researcher could not find the types of tongue sprains such as anticipation, preservation, blend/haplology, and misderivation/shift in the data.

Researchers agree that there is variation in speech error patterns in what people do in different situations. Several previous studies have shown that speech errors are assumed to be different based on the speaker's category and the situation faced by the speaker. The different cases of speech errors have a reasonably broad scope. Based on this research, the above analysis shows that

speech errors often arise when the speaker produces the sentence's subject. In this case, speakers with a lower level of competence in the context of everyday conversation make more speech errors in pronouns.

In another case, a study conducted by Ali (2017) showed that speech errors often arise when the speaker produces nouns. This study takes a sample of speakers with a higher level of proficiency in a debate competition. Ali judged all the speech mistakes by looking at his speech samples. Meanwhile, Erta's research (2019) examined breaking news reporters at Indonesia's national television stations. This study shows that the resulting speech errors often occur in adverbs. The sample used in this study were native language speakers. The researcher uses this research by equating the patterns of various language skills so that the difference obtained is only the difference in the speaker's opportunity to make speech errors.

Several studies show that there are indeed differences in the patterns produced by speakers in producing speech errors. This difference is broad, so some researchers are more likely to focus on the conditions that cause speakers to produce speech errors. In addition, the researcher saw that the level of proficiency of the speakers also contributed to the patterns produced by the speakers. Therefore, the writer concludes that speech errors are a common phenomenon done by all language speakers and in various speaking activities with varying patterns.

On the other hand, the possible conditions that cause artists to produce speech errors are cognitive difficulty, situational anxiety, and social

circumstances. The condition that affects many artists in producing speech errors is the cognitive difficulty. Of the twenty-six data found by researchers, eighteen of them were affected by cognitive difficulties. The remaining six data are influenced by situational anxiety, and social circumstances influence two data. The speakers (artists) in this study are second language speakers with low proficiency levels, so cognitive difficulties are the most influencing reason for speech errors. They have limited cognitive abilities in finding the correct explanation and words, so they need more time for speech planning in the production process.

In addition, situational anxiety is a condition when speakers have more attention in expressing their speech. This makes the speaker carefully choose the words and speak very slowly, showing doubt. Therefore, planning and implementation become less efficient. Finally, social circumstances where the speaker is in a situation under dialogue pressure. The speaker has nothing concrete to say but must explain the existence of an object with a brief preparation. Therefore, the speaker pays attention to his words because he is under pressure from society, where the people around him are waiting for an explanation.

CHAPTER IV

CONCLUSION AND SUGGESTION

The researcher presents some conclusions and suggestions based on the analysis of the previous chapter in this chapter. The conclusion is expected to answer the research questions that have been asked. At the same time, suggestions are helpful for future researcher who will continue this research, especially students majoring in English literature and interested in speech errors in second language speakers in television programs.

A. Conclusion

The results showed that in this study, the types of speech errors mentioned by Clark & Clark (1977) and Fromkin (1973) appeared in the South Korean tv program "My English puberty 100 hours". Not all types were found in the data. Researchers only found seven types, including filled pause, repeat, false start retraced, false start un-retraced, correction, stutter, and a slip of the tongue. Of the seven speech errors in the data, the most frequently generated by artists is a repeat. The types of speech errors that cannot be found are silent pause and interjection. While a slip of the tongue, of all types, four types do not appear in the data. The four types are anticipation, preservation, blend or haplology, and misderivation or shift.

The artists who participated in the tv program "My English Puberty 100 Hours" produced speech errors with certain patterns in each type. Repetition that

occurs in pronouns becomes the pattern that is most often repeated. Similarly, what happens to stutter, stuttering occurs a lot when speakers produce pronouns. In contrast to the two types, correction continues to occur when the speaker has issued a noun. In addition, nouns are always the target words in false start retraced. Meanwhile, filled pauses and unretraced false starts do not have their own dominant pattern. In slip of the tongue, the dominant category of deletion is skipping the article. Meanwhile, addition often occurs in verbs. Meanwhile, the other two types, including reversal or exchange and substitution, did not show a dominant pattern.

The possible conditions that could be the reason for the speech errors expressed by Clark & Clark (1977) can be applied to this study. The cognitive difficulty, situational anxiety, and social circumstance are possible reasons for the artists participating in the South Korean TV program "My English Puberty 100 Hours" to make speech errors. This reason arises according to each artist's experience during their communication with the indigenous people of Guam, Vietnam.

B. Suggestion

In this study, the researcher found that variety shows with the theme of everyday life as data effectively brought up natural conversations that contained speech errors. However, based on the scope of the study, this study only limited the research to the types and patterns of speech errors and the conditions that cause speech errors to occur. Therefore, the researcher suggests that the next

researcher get more knowledge about speech errors with other theorists and experts.

In this study, the researcher found that speakers still produced many speech errors. However, researcher still have not explained the relationship between the number of speech errors and the time speakers develop their second language. Therefore, the researcher suggests that the next researchers study similar things by using speakers who are already fluent in both languages. That way, this study has a comparison and can answer questions about whether the number of speech errors and the time speakers develop a second language have a bound relationship.

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CURRICULUM VITAE



Nuruzzakiyyah Yahya was born in Kendari on May 21, 1998. Graduated from MA PESRI Kendari in 2016. During her education at Senior High School, she actively participated in OSIS as a secretary. She also joined the Scouts and got several achievements in regional level competitions. Apart from that, she also got several achievements in the fields of writing and pension. She started his higher education in 2016 at the Department of English Literature at UIN Maulana Malik Ibrahim Malang and graduated in 2021. During her studies at the University, she joined the Scout Student Intra Organization as a secretary and was one of the campus envoys in attending camps between Islamic universities throughout Indonesia.

APPENDIX

Speech Errors Produced by Artists on the South Korean TV Program “My English Puberty 100 Hours”

[illegible]

14	Thirty year → thirty years? Wow! Do you love/do you love ah do you love your my work ah your work?			1													1
15	Jamie, is these fish taste good? → good taste													1			
16	I always around people and they ask me, and see/see \ saw me and always I spend my energy, I/I want take some rest. → I want to take some rest.			2	1												1
17	Yeah! Enjoy/enjoy your food –I mean- have a good meal.			1			1										
18	Love it! In your stage you, \ on your stage you so beautiful and guys too amazing.				1												
19	How-how-how-how's / how's everything going?			1				1									
20	Um, restroom is take over/over there → restroom take over there.			1												1	
21	I was so happy today for you. → I was so happy today because of you.													1			

