

**THE SPEECH ERROR INVESTIGATION OF L2 PRACTICAL ENGLISH BY  
INDONESIAN IN *LONDOKAMPUNG* YOUTUBE CHANNEL**

**THESIS**

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**FACULTY OF HUMANITIES**

**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG**

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INDONESIAN IN *LONDOKAMPUNG* YOUTUBE CHANNEL**

**THESIS**

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I state that the thesis entitled **“The Speech Error Investigation of L2 Practical English by Indonesian in *Londokampung* YouTube Channel”** is my original work.

I do not include any materials previously written or published by another person, except those cited as references and 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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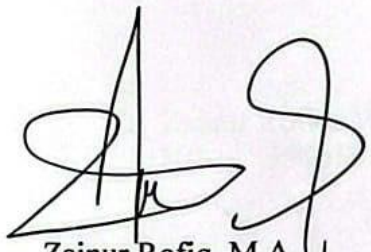
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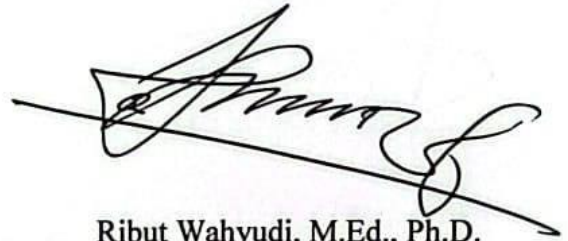
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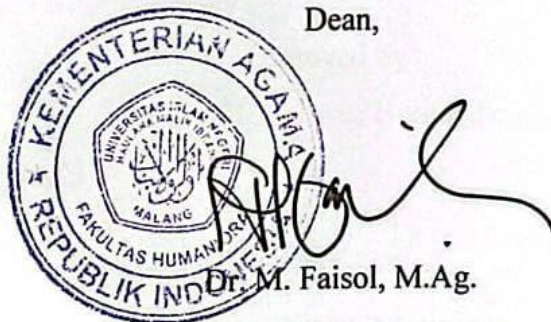
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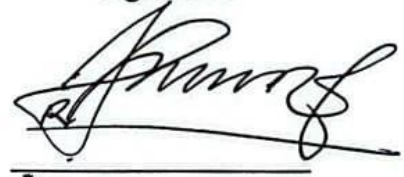
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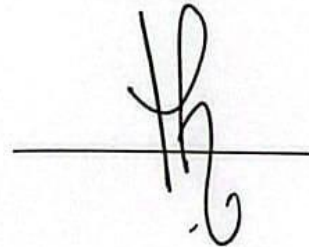
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## **MOTTO**

“Just come up for your opportunity if you have to create your own opportunity”

## **DEDICATION**

Firstly, I would like to say my deepest gratitude to Allah SWT for his mercy and blessing until I could finish this paper in a right time. Peace and Salutation always be delivered for the prophet Muhammad SAW who has brought a light in our whole life.

Secondly, the author would like to express great gratitude to my dearest parents, Sukarlis Bahar and Hartatik, who always supported and encouraged my higher education until I became the first bachelor in my family. Then lovely siblings, Farid Amriza Muflih S.Hum. M.Pd and Zakiyya Alifiya Annabila, your kindness cannot be expressed in words. Thank you for supporting me until I can complete this undergraduate thesis. Lastly, I appreciate myself for surviving and finishing this education level.



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8. Me, myself that I am really proud of, who has survived and strong willed, being the great person of this life.

## ABSTRACT

Al Fahrizi, Mohammad Iqbal. (2025). *The Speech Error Investigation of L2 Practical English by Indonesian in Londokampung Youtube Channel*. Undergraduated Thesis. English Literature Department. Faculty of Humanities. Maulana Malik Ibrahim State Islamic University of Malang. Advisor Zainur Rofiq M.A.

**Keyword:** Speech error, Psycholinguistic, Speech Production.

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In producing a language, speaker cannot fully control their utterances, it can lead into speech error. Moreover, for them who are not as the native speaker of the language. So, in this study the researcher aims to analyze how the process of speech errors occurs by EFL speakers, by exploring the speech errors of sentences or words produced and also this study analyzes the types of speech errors that are influenced by aspects of psycholinguistics. To draw the data, the researcher uses the qualitative method. The data collection was obtained from several steps, exploring the content, selecting the parts which contain utterance in English, downloading the videos, listening and transcribing the conversation. Furthermore, the data are analyzed by identifying, classifying, interpreting, and drawing the conclusion. Then, the source of the data is only taken 3 (three) link videos of the content as the sample of the study. Through this study, the researcher found 55 times speech error produced by the speaker. They are 11 of Silent Pause, 5 of Filled Pause, 6 of Stutter, 1 Correction, 2 of False start retraced, 1 of False start un-retraced, 9 of Repetition. Also occurred in another type of speech error they are on Error of competence, including 4 error of pronunciation, 8 error of grammar, 1 error of pragmatic, 7 error of vocabulary. The result shows that the majority of the speaker conducted silent pause during conversation. The factors that influence the occurrence of speech errors are cognitive difficulty, situational anxiety, and social reason.

## خلاصة

الفهريزي، محمد إقبال. (2025). التحقيق في الأخطاء الكلامية في اللغة الإنجليزية العملية L2 باللغة الإندونيسية في قناة لوندوكامبونج على اليوتيوب. الأطروحة. الأدب الإنجليزي. كلية العلوم الإنسانية. جامعة إندونيسيا مولانا مالك إبراهيم مالانج. المشرف: زينور رفيق م. أ.

### الكلمات المفتاحية أخطاء المحادثة، علم اللغة النفسي، إنتاج اللغة

عند إنتاج لغة، لا يستطيع المتحدثون التحكم في حديثهم بشكل كامل، مما قد يؤدي إلى أخطاء في التحدث. خاصة بالنسبة لأولئك الذين ليسوا متحدثين أصليين للغة. لذا، تهدف الباحثة في هذه الدراسة إلى تحليل كيفية عملية الأخطاء اللغوية التي يرتكبها متحدثو اللغة الإنجليزية كلغة أجنبية من خلال استكشاف الأخطاء اللغوية من الجمل أو الكلمات المنتجة، كما تحلل هذه الدراسة أنواع الأخطاء اللغوية التي تتأثر بالجوانب النفسية اللغوية. لوصف البيانات، استخدم الباحث الأساليب الكيفية. وقد تم جمع البيانات من خلال عدة خطوات، وهي استكشاف المحتوى، واختيار الأجزاء التي تحتوي على ألفاظ باللغة الإنجليزية، وتحميل مقاطع الفيديو، والاستماع وتدوين المحادثات. علاوة على ذلك، تم تحليل البيانات من خلال تحديد وتصنيف وتفسير واستخلاص النتائج. ثم، من مصدر البيانات، تم أخذ ٣ (ثلاثة) وصلات فيديو فقط كعينات بحثية. من خلال هذه الدراسة، وجد الباحث ٥٤ خطأً في الكلام أنتجها المتكلم. وتتألف الأخطاء من ١١ وقفة صامتة، و ٥ وقفات مملوءة، و ٦ تلعث، و ١ تصحيح، و ٢ إعادة بداية خاطئة، و ٩ تكرار. بالإضافة إلى ذلك، هناك أيضاً أنواع أخرى من الأخطاء اللغوية، وهي أخطاء الكفاءة، وتشمل ٤ أخطاء في النطق، و ٨ أخطاء في النحو، و ١ خطأ في القواعد، و ١ خطأ في القواعد اللغوية، و ٧ أخطاء في المفردات. أظهرت النتائج أن غالبية المتحدثين قاموا بوقفة صامتة أثناء المحادثة. والعوامل التي تؤثر على حدوث الأخطاء اللغوية هي الصعوبات اللغوية، ومواقف القلق، والأسباب الاجتماعية.

## ABSTRAK

Al Fahrizi, Mohammad Iqbal. (2025). *The Speech Error Investigation of L2 Practical English by Indonesian in Londokampung Youtube Channel*. Skripsi. Sastra Inggris. Fakultas Humaniora. UIN Maulana Malik Ibrahim Malang. Pembimbing: Zainur Rofiq M.A.

**Kata Kunci:** Kesalahan berbicara, Psikolinguistik, Produksi Berbahasa

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Dalam memproduksi suatu bahasa, pembicara tidak dapat sepenuhnya mengontrol ucapan mereka, hal ini dapat menyebabkan kesalahan dalam berbicara. Terlebih lagi bagi mereka yang bukan merupakan penutur asli bahasa tersebut. Maka, dalam penelitian ini peneliti bertujuan untuk menganalisis bagaimana proses terjadinya kesalahan berbahasa yang dilakukan oleh penutur EFL, dengan cara mengeksplorasi kesalahan berbahasa dari kalimat atau kata yang dihasilkan dan juga penelitian ini menganalisis jenis-jenis kesalahan berbahasa yang dipengaruhi oleh aspek-aspek psikolinguistik. Untuk menggambarkan data, peneliti menggunakan metode kualitatif. Pengumpulan data diperoleh dari beberapa langkah, yaitu mengeksplorasi konten, memilih bagian yang mengandung ujaran dalam bahasa Inggris, mengunduh video, mendengarkan dan mentranskrip percakapan. Selanjutnya, data dianalisis dengan mengidentifikasi, mengklasifikasikan, menginterpretasikan, dan menarik kesimpulan. Kemudian, dari sumber data tersebut hanya diambil 3 (tiga) link video yang menjadi sampel penelitian. Melalui penelitian ini, peneliti menemukan 55 kali kesalahan ujaran yang dihasilkan oleh pembicara. Kesalahan tersebut terdiri dari 11 Silent Pause, 5 Filled Pause, 6 Stuttering, 1 Correction, 2 False start retraced, 1 False start un-retraced, 9 Repetition. Selain itu, terdapat juga jenis kesalahan berbahasa lainnya yaitu kesalahan kompetensi, termasuk 4 kesalahan pengucapan, 8 kesalahan tata bahasa, 1 kesalahan pragmatik, dan 7 kesalahan kosakata. Hasil penelitian menunjukkan bahwa mayoritas pembicara melakukan Silent Pause selama percakapan berlangsung. Faktor-faktor yang mempengaruhi terjadinya kesalahan berbahasa adalah kesulitan kognitif, situasi kecemasan, dan alasan sosial.

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## TRANSLITERATION

HURUF ARAB	HURUF LATIN	HURUF ARAB	HURUF LATIN
ا	Tidak dilambangkan	ط	T
ب	B	ظ	Z
ت	T	ع	' _
ث	Ṣ	غ	G
ج	J	ف	F
ح	Ḥ	ق	Q
خ	Kh	ك	K
د	D	ل	L
ذ	Ẓ	م	M
ر	R	ن	N
ز	Z	و	W
س	S	هـ	H
ش	Sy	ء	' _
ص	Ṣ	ي	Y
ض	Ḍ		

## **CHAPTER I**

### **INTRODUCTION**

This chapter provides five sub-chapters are background of the study, research question, objective of the study, scope and limitation, and definitions of key terms.

#### **A. Background of the study**

In producing a language, speaker cannot fully control their utterances as well as they expect, because an utterance depends on speaker's conditions and abilities. Moreover, when communicating using a foreign language that is rarely used in everyday life by its speakers, in this case it can lead to speech errors when communicating or conveying the intended speech. This phenomenon often occurs in spontaneous interactions. even to English learners or native speakers. because their condition is dominated by several factors that cause them to commit speech errors. As has been studied by several researchers before, some of them mentioned that the occurrence on slip of tongue phenomenon or commonly referred to as speech errors does not occur randomly. In the sense that there is a process that explains why and how these errors can occur in the model speaking production. In line with that, Harley (2006) stated in his research that “analyzed speaking errors using a psycholinguistics approach that the basic idea is that for an error to occur, the two elements of the error (intended and actual outcome) must be simultaneously active at the same level of processing, these cases which will affect the meaning

and understanding of the responder”. Therefore, this study is important to examine because by analyzing speech errors, we can find out in general the process of producing a language carried out by humans.

The discussion on issue speech error also has been conducted in several studies such as Frisch (2002) investigated, “tongue twister between producing words or sentences that contain the context s and z where the research involved 21 monolingual American English undergraduate students”. Mutmainah (2014), who examine the dominant miss production in the speech of the main actors on Bad Boys 1 movie, in which she concluded based on her research that the character most dominant doing miss speech in their dialogue is silent pause, whether are intentionally or unintentionally. Another study is observation on the second language speaking anxiety among Malaysian postgraduate students which discussed by Badrasawi (2020), “which the study aims to identify the level of English-speaking anxiety and its contributing factors among school teachers enrolled in a master of education program at the International Islamic University Malaysia”. Thus, previous studies have shown that the focus of research in terms of speech errors has mostly investigated classification by including the process and percentage of speech errors. Based on the review before, the researcher considers that what remains unexplored or rarely discussed on speech error is the analysis based on psychological aspects which means how and what factors cause the speaker to make speech errors in terms of psychology. So, in this study the researcher aims to analyze how the process

of speech errors occurs by EFL speakers, by exploring the speech errors of sentences or words produced and also this study analyzes the types of speech errors that are influenced by aspects of psycholinguistics.

Further, there are some studies also committed with the same field. The research takes the focus on “investigation the dominant errors of speech production that committed in speaking class interaction with the students of first semester and the third semester of English Educational Study Program of Islam Indonesia University (UII) as her object of the study” (Akhadiyatus, 2019) or “the analysis that focus on finding out the student’s English speech errors of *STMIK Sinar Nusantara* using psycholinguistics approach which detects the types of students speaking errors and calculates them based on the percentage of data that has been found from the respondents” (Pravitrasari, 2021). Thus, the researcher determined aims of this study is to take the focus on the analysis of speech error which occurs in the social interaction. In addition, the researcher specifies the data by taking a sample from one of the YouTube channels called *LondoKampung*, where the majority of communication uses English with local Indonesian population, to help in collecting and analyzing the data. Moreover, the researcher also considers that Indonesians who use English as a foreign language have different types of errors. Also, the researcher chooses some of the video contents from the YouTube channel as the data of the research. The study also aims to focus the study in finding the speech error that occur in social interaction and to find how

the speech error is reflected in the interaction. Furthermore, the study aims to employ qualitative research as the mean to observe the object. The researcher also determined to use the theory of Clark and Clark (1977) to examine the data collected from the observation done by the researcher because this theory can provide a comprehensive overview of the framework and stages of language production.

Further, the researcher considers the previous research contains a gap in which it needs to fill in case of speech error. Thus, the present study aims to fill the gap on the relationship between speech errors and cognitive factors in speakers by examining how the process of speech errors occurs by EFL speakers, by exploring the speech errors of sentences or words produced and also this study analyzes the types of speech errors that are influenced by aspects of psycholinguistics with an aim to develop the understanding on the discussion in term of speech error analysis. The relevance of psycholinguistics in this study helps to determine the cognitive factors and language acquisition that speakers have. Besides, it can help in its relationship with other language components (phonology, morphology, syntax, semantics).

In this study it is very important to study because it analyzes how the process of speech errors occurs by EFL speakers, by exploring the speech errors of sentences or words produced and also this study analyzes the types of speech errors that are influenced by aspects of psycholinguistics. Therefore, this research has theoretical benefits which will fill in the theoretical gap by

exploring how psychological effects impact language production, especially through stage and monitoring of language production, thus expanding the knowledge between emotional cognition and language production. These findings will be useful to help English learner to improve their understanding of language production in English. This study is also expected to be reference for the next researcher who has similar research on speech error or some study cases that relate with it. So, it can give new insight for the next researcher or reader to dig up deeply in the term of speech error analysis.

## **B. Research Questions**

1. What are the categories of speech error which occur in the utterances?
2. How cognitive factors affect language production in SLA speakers?

## **C. Significance of the Study**

This study attempts to examine and analyze the speech error that committed of the EFL speakers which found on *Londo Kampung* YouTube channel vlog video. In addition, the researcher would like to contribute by this study, so it would be helpful for the next study in term of speech error analysis. The result of this study is expected to be helpful in both theoretical and practical as follow:

1. Theoretical Significance

By conducting this research, it is expected to generate the theory which be able to contribute in the field of linguistics. The basis for conducting this research is the recommendation of previous researchers, namely in order to be able to add and complement previous studies related to phonology, especially the focus on speech production. On the other hand, this research is expected to be used as a reference for other researchers to support similar research.

## 2. Practical Significance

This research study aims to support the EFL learner, who can improve their pronunciation skills, so that their speaking competence will increase efficiently and effectively. It can also improve their vocabulary, so that they can know between correct and incorrect pronunciation. Furthermore, through this research, the other speakers can understand how the process of pronunciation errors occurs. So that from the empirical data will provide on how the theory can be used in the form of speech error to linguistic study case.

## **D. Scope and Limitation**

In this study, the researcher aims to limit the analysis on examining the type of speech error that found in the vlog video on *Londo Kampung* YouTube channel and analysis how the process of speaker committed speech error which explored from a psycholinguistics perspective. By discussing as the theory that proposed by Clark and Clark (1977: 263), which consist of nine kinds of speech



error are silent pause, filled pause, stammer, correction, interjection, false start un-retraced, false start retraced, repeat, and a slip of the tongue.

#### **E. Definition Key of Term**

There are several key words becoming the main point of the discussion, as follow:

##### **1. Psycholinguistics**

This term studies the use as well as examines the process of producing or understanding an utterance through aspects of the human mind and body.

##### **2. Speech Error**

It is the study case of language production which happens to the utterances which inappropriate to the rules of the language produced by someone.

##### **3. *Londo Kampung* YouTube Channel**

Is one of the site names on the You tube platform where the host in the majority of his vlog episodes communicates with local Indonesian people using English to interact with them, whether they are young or old people. Moreover, the host of this channel is a descendant of German people who transmigrated to Indonesia and lives in java, so he is a bilingual. The main actor of this channel is named Dave or well commonly known as *Cak Dave*.

## **CHAPTER II**

### **REVIEW OF RELATE LITERATURE**

This chapter present and discuss some of the related literature reviews used in this study. The purpose of the discussion is to describe the theories used in this research.

#### **A. Speech error**

Speech error has often been a topic of discussion in language case studies. The phenomenon can occur in both native speakers and EFL whether the utterance is intentional or unintentional. In simple term, speech error is an error from speech production models that do not comply with grammatical rules that are delivered to the audience.

According to Goldrick and Daland (2007), “speech errors are unintentional deviations from the target form one intends to produce”. Fromkin (1973) defined “speech errors as unintentional changes in speech that occur at the phonetic, morphological, syntactic, or semantic level”. He explores the role of speech errors as linguistic evidence, examines their patterns, and analyzes their implications for understanding language production and processing. Furthermore, Levelt (1989) revealed speech errors as "unintentional and observable deviations from intended utterances that can occur at various stages of language production, including conceptualization, formulation, articulation, and self-monitoring." His comprehensive

model provides insight into the different stages and processes involved in the production of speech errors.

In psycholinguistics view, it can be identified how the speech error occurs in the speaker. As proposed by Chaer (2003, p. 149) said “the disruption of mechanism of speech is a product of speech by integrated activities between the vocal cords, tongue, muscles that make up the oral cavity, as well as the esophagus, and the lungs (pulmoral), on the vocal cords (laryngeal), on the tongue (lingual), and on the oral cavity and esophagus (resonantal)”.

Therefore, it can be concluded that a speech error is a failure in the control of speech production that results in an output that does not match the speaker's plan by replacing, inserting, or omitting part of the intended word.

In determining the various of speech error there are several types that proposed by linguists. As one which is widely used in cases of speech error is the discussion of Clark and Clark (1977) theory's, they mentioned there are nine types of speech error can occur during speech. Clark & Clark (1977) argued that “kinds of speech error are Silent pause, filled pause, stammer, correction, interjection, false start un-retraced, false start retraced, repeat, and a slip of the tongue are the nine types of speech errors”. This theory is based on the types of speech error which are classified globally and often occur in speech.

Furthermore, Fromkin said there are eight types in slip of tongue that cited on Carroll (2008), “are anticipation, preservation, reversals or exchanges, blends or haplogogies, mis-derivations or shifts, replacement, additions, and deletions”. On other hand, some linguists also distinguish type of speech error. They are performance errors and competence errors. Performance errors are error that caused by unstable condition of the speaker such hurried or tired. Meanwhile, competence errors are more serious error which reflected from inadequate learning. So, it needs more effort to overcome the error which had been deployed on their first learning. (Hanna Y, 1986)

## **1. Types of speech error**

### **a. Silent pause**

Silent pause is a period of gap or silence in speech for a few seconds. In a transcription this type of speaking error is often symbolized by (/).

Ex: Marthyn just has // gone with her

I did the // homework yesterday

### **b. Filled pause**

As the name of this type of speaking error is filled pause. it means filling the pause with sounds like umm, aa, err, ahh, uhhh, etc. This second type is usually symbolized as (...)

Ex: Have you ... bought the cake?

She doesn't really understand ... yet

### **c. Stutter**

Stutter also known as stammer, which the speaker has difficulty to produce the word. It is usually indicated from many aspect of the speaker condition such hesitant, tense, nervous, etc. Those cases may influence repeating the letters or syllables what they want to say. Stutter is symbolized as (---).

Ex: d-d-d-do you have some meals to eat?

What a be-be-beautiful view

d. Correction

Correction is one of type of speech error that the speaker realized the word that he/she produced does not suitable with their plan, so the speaker try to replace the false word to the right context by indicating their miss-plan such adding phrase I mean, well, that is, etc. Correction is marked as (-).

Ex: The store is always oven – I mean open every night

It would be done quickly – well maybe few hours

e. Interjection

Interjection is indicated with temporary stop while speaking, as start to think about what the speaker want to say, then continue the utterance to convey and gain attention, strong emotion, or surprise. In writing, there are several symbols to identify an interjection, some use symbols double asterisk (\*\*), comma ( , ), exclamation mark (!) or even directly with interjection utterances such as ah, uh, oh, well.

Ex: I think the best one is, ah red one!

Let's go to the \*oh\*, central park!

f. False start retraced

Retraced false start is a model of word correction by including one or more previous words.

In this case it happens because the speaker realizes he produced the wrong word so he replaces it by repeating to correct it. False start retraced symbolized as (\).

Ex: Do you have some gas \ some glasses?

Bring me the window \ the book

g. False start un-retraced

False start un-retraced is quite similar with false start retraced. To distinguish these cases, in false start un-retraced the speaker doesn't include the words before to correct, the speaker only utters the target word directly. This type of error is usually marked as (\\)

Ex: do you have some gas \\ glasses?

Bring me the window \\ book

h. Repeat

This type of error occurs usually when the speaker speaks at a high speed and repeats words or sentences. It is often symbolized with a slash (/)

Ex: Please, close the / the door.

Yes of / of course, I have.

i. Slip of tongue

This type of error comes from repressed thoughts, which are revealed by some particular errors, which made by a speaker (Freud, 1901). Slip of tongue often symbolized by (→). There are sub-types of slip of tongue:

- Anticipation

Anticipation occurs when later segment was also uttered in earlier segment.

Ex: look at the clock → clook at the clock

- Perservation

Perservation was opposite of anticipation. In which the earlier segment involved the later sound of the utterance.

Ex: She goes to store → she goes to shore

- Reversal

Shortly, reversal was interchange of two syllables.

Ex: lighter → tighler

- Blend

Blend was occurred when the speaker merges different words together a half of one each other.

Ex: ladies and gentlemen → latlemen

- Haplology

Haplology happened when the speaker leaves out a short stretch of speech.

Ex: unavailable → unvailable

- Misderivation



Misderivation was the speaker produces the wrong prefix or suffix to the word.

Ex: disadvantages → unadvantage

- Word substitution

Word substitution was an error in producing an utterance, typically related to word intended either semantically and phonologically.

Ex: my sister bought a doll → a doll bought my sister

These common types of speech error was being a main theory to analyze the topic under tittle “The Speech Error Investigation of L2 English practical by Indonesian in Londo kampung YouTube channel”.

## **2. Factors of Speech Error**

A speaker-produced utterance can be identified as a factor that causes speech errors. As described by Clark & Clark (1977) represents a breakdown of some of the factors about speech errors. According to Clark & Clark (1977: 271), there are three reasons for speech errors. Cognitive Difficulty, Situational Anxiety and Social Circumstances.

- a. Cognitive Difficulty

“A speaker takes a longer time to produce a sentence for abstract word than concrete word” (Clark and Clark, 1977). In addition, the speaker has difficulty in explaining something because they can't find the right words to express it when doubts arise. Furthermore, in the case of word selection, a doubt comes when the speaker struggles to find the appropriate word.

b. Situational Anxiety

The speaker experiences disruptions in planning and execution of speaking when anxiety occurs during certain situations that cause the speaker feels uncomfortable, unsettled, unconfident, or frightened. They cause less efficient in their speaking. In this case if the speaker cannot control himself, it will be difficult to produce utterances and spend a long time, so that what is conveyed cannot be maximized and less efficient in their speech.

c. Social Circumstances

Sentences are hard to pronounce for some social reasons. The speaker must explain when they still have something to say but haven't got the right word out. Usually this happens when the speaker is under pressure to speak. Due to the imperfect planning process so that when forced to speak there will be more filled pauses, to fill a space they might be silent or filling with uh, mm, ah, etc.

## **B. Psycholinguistic**

Psycholinguistics is an interdisciplinary between psychology and linguistics. As an explanation, the word psychology comes from the Greek language, namely from the root word psyche which means soul, spirit, spirit and logos which means science. So, etymologically, psychology means the science of the soul. Meanwhile, “linguistics is the study of human speech including its units, the nature of language, structure, and modification of language” (Natsir, 2017).

Emmon Bach (Tarigan, 1985, p. 3) argues that “Psycholinguistics is a science that examines how language speakers/users actually form and build the sentences of the language”. In line with the above opinion Slobin (Chaer, 2003, p. 5) argues that, “psycholinguistics tries to describe the psychological processes occur when the person utters the sentences that has been heard when communicating and how language skills are acquired by humans”.

From the definition of some expert, it can be concluded that through psycholinguistics it can be identified how the process of acquiring and applying the language expressed by the speaker based on his ability and mental state.

As a developing child, it requires the process of recognizing the language he receives and then absorbed through the motoric sensor of his brain memory so that he can produce language into communication that he understands both in terms of writing and speaking. This is also confirmed by Tarigan (1985, p. 3) that “psycholinguistics is the study of the science of child language development”.

### **C. Speech production**

The model explains how speech errors can occur at different stages due to the interaction between linguistic planning and motor execution.

However, to produce some utterances does not come out randomly, or the speaker would make some mistakes or errors in their speech as a result. So, it is actually

needed to be processed before producing the speech in accordance with the rules of language, so that it can be understood by the listener. In the rules of speech production, it could be defined on Levelt's model of speech production as the most previous studies had been studied before. He offers a comprehensive framework for understanding the production process and the occurrence of speech errors. The model explains how speech errors can occur at different stages due to the interaction between linguistic planning and motor execution. Levelt's model of speech production (1989) proposes a series of stage: conceptualization, formulation, articulation, and self-monitoring.

### **1. Conceptualization**

In this stage, the speaker makes decisions about the content of the preverbal message and its organization by selecting information from their knowledge and organizing it into an initial pre-verbal structure before deciding on the language that will be used to express it. An important part of planning the message in the conceptualization phase is choosing the concepts wants to express. In short, the speaker demands to select and arrange of concepts and ideas that speaker wants to convey. So that the speaker can choose the appropriate words to the language used. The output of this conceptualization process is the preverbal plan, which contains the conceptual specification for the message to be conveyed.

### **2. Formulation**

In the Formulation stage, the speaker generates a linguistic form of the conceptual representation. The preverbal message activates items in the mental lexicon corresponding to different chunks of the intended message, and this preverbal plan is then formulated into a phonetic plan (internal speech) through lexico-grammatical, morpho-phonological, and phonetic encoding. In syntactic encoding involves first the activation of syntactic features associated with a lexical item; then employing syntactic encoding procedures to build up phrases and clauses, and arranging these phrases into an appropriate sequence for an utterance.

### **3. Articulation**

The third stage is articulation, here are the process of producing the words conveyed physically. In which this process is executed by the articulatory system, such as lung, larynx, and vocal tract, etc. the stage also includes the motor control and coordination processes for pronouncing the linguistic structure accurately and phonetically realizing the formulated pronunciation.

### **4. Self-monitoring**

Self-monitoring is the final stage in the speech production. This stage is a form of output from several stages described earlier. By evaluating and monitoring the statements that have been expressed. This stage entails checking for any errors in the produced utterances, assessing fluency and coherence, or evaluating the difference between the intended message and the delivered output. If it is indicated that there is

an error or other problem, it can be initiated to corrective procedures to adjust or do the proper repairs.

## **D. Second Language Acquisition**

### **1. Definition of Second Language Acquisition**

Second Language Acquisition (SLA) is a study of people who acquire new language (whether second, third, fourth language, and so on) after their mother language. “Second Language Acquisition refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young child, and to the process of learning that language” (Muriel Saville, 2012). It is also commonly known as target language, which the learner consciously has purposes or goal to learn the language. Learning a second language has different characteristics from the first language, which requires more awareness and effort in achieving it. In this modern era, someone who has foreign language skills (especially English) becomes the main point in the field of education, work, or other interests.

“Language acquisition is a matter of growth and maturation of relatively fixed capacities, under appropriate external conditions” (Chomsky, 2009).

There are many theories that contribute to the perspective. It is also necessary to recognize that second language acquisition is a complex and multifaceted phenomenon that involves various cognitive, social, and individual factors. To

represent this, there are three concepts on second language acquisition expressed by Douglas Broad (2020) in his journal research.

a. Behaviorist

Skinner (1957) proposed that children imitating language by people around them, accurate attempts would be followed by positive reinforcement of praise or successful communication (Lightbown & Spada, 2013). Behaviorist theory emphasizes the acquisition of a language is influenced by the environment that has its own language culture, so that a child will follow the sound and pattern of the language around him. Then Douglas assumed that someone who learns a second language will be influenced by the character of his first language, which is already embedded in his memory. So, it takes adaptation to face new habits and characters for second language learning.

b. Innatist

The innate theory, proposed by Noam Chomsky (1980), states that “humans are born with an innate Language Acquisition Device (LAD) that enables them to acquire language”. According to this theory, there are universal grammatical principles and structures programmed in the human brain. Language acquisition occurs through the activation of this innate linguistic knowledge.

c. Interactionist and communicative

The communicative theory of second language acquisition emphasizes the importance of meaningful communication and language use in the learning process. According to this theory, language learning occurs through the

development of communicative competence, which involves knowledge of grammar rules, vocabulary, and the ability to use language appropriately in different contexts (Canale, M., & Swain, M., 1980).

Difficulty and fluency cause speech errors in using a second language. Second-language speakers also make many performance errors, not because of an incomplete or faulty second language system but because of processing problems. Kovac (2011) claims that “L2 speakers at a lower level of language competence have limited declarative knowledge”. 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.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter will discuss the methods used by the researcher in conducting the research.

This chapter consists of several sub-chapters including research method, research instruments, data and data sources, data collection, and data analysis.

#### **A. Research Method**

The study was conducted by using descriptive qualitative research. The reason I determined to analyze this research using qualitative research because it aims to understand an issue in depth. This method is suitable for exploring the case of the study in which speech error as the phenomenon that often conducted in social interaction, so it can obtain more complete and clear information through observation or related data. This research contains some procedures which are collect the data, classifies the data, transcript the data, and then analyze them, also the writer draws conclusion about the data as the end of it. Moleong (2004) said that, “Descriptive qualitative is a type of research which results the descriptive data in the form of written or oral words from observed object or the data source”.

#### **B. Data and Data Sources**

The data are taken from several videos from *Londokampung* YouTube channel which consist of conversation between vlogger who are multilingual and (several) native Indonesians who are the target of the content in the video. The videos selected

for analysis focus on the English conversation that conducted on the society. This research ensured that the data collected represents examples of significant and influential in society. I will collect data from transcripts that focus on the words, phrases, and utterances of the speaker in presenting the argument. By analyzing *Londo Kampung* videos, this research aims to explore speech errors in arguments used in this society.

I choose several videos from *Londokampung* YouTube channel with different speaker and different topic for analysis. Those videos were chosen based on their relevance to the research topic of speech error in society. The primary objective of this study is to analyze the categories of speech error which common occur in the society and how the process of speech production that uttered by the speaker during the conversation.

This research uses secondary data sources taken from the *Londokampung* YouTube channel, with the Indonesian who are the target of the content being the respondents of this research. The speakers are distinguished from people from various circles, such as English teachers (tutors), students, to ordinary people as the object of the study. So that the various backgrounds of these respondents can generate diverse perspectives and a deep understanding of the subject of the research.

The data to be studied is to analyze a form of word or phrase formulation in the speaker's utterance, which will be carried out exploration and analysis of case studies

obtained from data sources in terms of speech production in this study. It will be analyzed the causes of the miss speech in the term of psycholinguistics, because situations and conditions of the speaker will affect aspect and style of speech production.

### **C. Data Collection**

In collecting the data, several steps are taken sequentially in order to achieve this study accurately. The first step is to explore several videos on the *Londo Kampung* YouTube channel that will be applied to observation. Then the researcher selected videos that identified speaking errors by the speakers. To collect data taken from the video, a suitable tool is needed to explore effectively. So, the author determines documentation as a tool to help the research, which is converted into transcripts of video sample identified to speech errors. The next step is the researcher began to listening carefully to make the script of utterances that identified as speech errors. Then reading the script and identifying the data that include to utterance containing errors that have been collected. Finally, the words, phrases, and every utterance containing speech errors in the conversation were highlighted to help with the analytical process.

### **D. Data Analysis**

In this study, the process of analyzing the data that has been collected is done with several procedures. The first step is relistening, watching and transcribing the

video the researcher began to identify the error. Such recheck the pronunciation and highlight the utterance in the videos. Then classifying the errors through categorized speech error based on the theory of Clark and Clark (1997) those are Silent pause, filled pause, stammer, correction, interjection, false start un-retraced, false start retraced, repeat, and a slip of the tongue. After that, the researcher gave mark to the transcript which categorized as speech error according to symbol of each error on the theory. In the end, the researcher drew the conclusion of the research that has been conducted and provide suggestions to future researchers based on fields that relate to the study.

## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter would be explained concerning the finding and discussion toward observation conducted. This section answers the problem of the study, summarizes the findings associated with the theory and preview studies, and interprets the findings based on the problem of the study.

<https://www.youtube.com/watch?v=aPKe6GdM9LM&list=PL2Br7iW1oQNdmuQ3T17RctECOClq1z3&index=3>

#### **Datum 1**

##### **8.10**

Host : What is your favorite animal?

Student : My favorite animal is beer (bear)

In the above conversation shown at minute 8.10 between the host and the student, there is a speech error expressed by the student on the word *beer*, which the student should have targeted the word *bear* in his speech intention. The word pronounced by the student in the dialog contains the meaning of *beer* which refers to a drink. While what is meant in the context is a type of animal, namely *bear*. Here the phonetic symbol for detail pronunciation:

- Beer [bɪr]
- Bear ['ber]

Referring to the explanation of this speech error, it can be seen in the theory written by Liu Yang and Tian Jianguo in their journal entitled students' spoken English errors, they said that competence errors are divided into several subdivisions, the first is errors of pronunciation, second is errors of vocabulary, third is errors of grammar, fourth and errors of pragmatics. Hence, the speech error made by the student is the error of pronunciation.

Meanwhile, when referring to the explanation of concepts on second language acquisition expressed by Douglas Broad in his journal research, that speech errors in SLA are motivated by three causes, namely behaviorist, innatist, interactionist and communicative. This is also confirmed by Sadtono's statement (1987: 16-33) which mentions several factors that affect language teaching and learning, including the process of teaching and learning English in Indonesia. He mentioned these factors are linguistic and non-linguistic factors. Linguistic factors relate to the target language, in terms of sound system, spelling system, lexical system or morphology, and syntax system. While non-linguistic factors include learners, teachers, teaching strategies, materials, objectives, time allocation, class size, facilities, and socio-cultural factors.

## **Datum 2**

### **8.21**

Host : What is your favorite animal?

Speaker : My favorite animal is snack (snake)

In the above conversation shown at minute 8.21 between the host and the student, there is a speech error expressed by the student on the word *snack*, whose target should be the word *snake*. The meaning of *snack* refers to food dishes. While what is meant by the speaker in the context is a type of animal, namely *snake*. The word spoken by the student in the dialog may sound homophone, but the pronunciation between the two is clearly different. For more detail pronunciation, it can be seen the phonetic symbol below:

Snake [sneɪkk]

Snack [snækk]

Same as the case in the previous datum, the error that occurs in the above dialog belongs to the error of pronunciation with the type of error of competence.

The utterance has theoretically achieved the requirements of the speech production process, namely conceptualization, formulation, and self-monitoring. However, there is a gap of error in the output namely the word produced becomes ambiguous, *snake* becomes *snack*.

In this case it can be concluded that the student as the speaker is due to the lack of knowledge or language competence of the speaker. As has been cited in the previous explanation, that this case includes the concept of speech error by SLA more exactly the type of interactionist and communicative, which this concept is influenced by the

learning process. This can be the influence of the teacher or the student himself from lack of knowledge.

### **Datum 3**

#### **8.33**

Host : Which one is your favorite, 1, 2, or 3?

Student : I'm very like third series.

Host : The third one?

The next datum is found at minute 8.33 in the video link, where the student produces a grammatically incorrect sentence. In English, the phrase *I'm very* is not used in verbal sentences. The use of to be *am* after a single subject or the word *I* in a sentence, is a type of nominal sentence with a present tense. Furthermore, the word *very* is used to emphasize adjectives or adverbs in a sentence, so that after the word *very* must be followed by an adjective or adverb. However, the student used the verbal word *like*. Therefore, the utterance indicates speech error which is classified as an error of competence with the form of grammatical error.

The sentence should be modified according to the sentence he chooses, if using a nominal sentence, he can use an alternative sentence such as "*my favorite one is the third series*". In contrast, the student can use verbal sentences such as "*I really like the third series*".



In addition, Canale, M., & Swain, M. (1980) state language learning occurs through the development of communicative competence, which involves knowledge of grammar rules, vocabulary, and the ability to use language appropriately in different contexts. The concept of speaking errors in the dialog above is influenced by individual factors that are less careful in the use of good and correct grammar. In the process of teaching a language, including English, grammar must be taught which has a patent and cannot be changed. In this case, the student's competence is less careful in using grammatical rules. So that there is a disorder of rules in grammatical when producing a speech.

**Datum 4**  
**9.00**

Host	: But he died in the end of the video ( <i>speak Javanese</i> )
Student	: Never mind sir. He is ... <u>the</u> hero.
Host	: I see.

The dialog is shown at minute 9.00 of the video. The utterance delivered by the student in the second sentence contains filled pause, which is to stop/pause in the middle of the sentence to fill up his utterance. In the dialogue after the student says *he is*, he stops for a while and fills the gap by saying *aaa*, before continuing to the next phrase the hero. In this utterance, there is a gap between the words *he is* and the words *the hero*. So the sentence is classified as a speech error, namely filled pause, according to the characteristics of speech errors expressed in Clark and Clark's theory.

Then there is also a speech error in the pronunciation of the second phase of the second sentence uttered by the student, namely the word *the*. In the dialog he pronounces [ðɪ], while the correct pronunciation is [ðə]. Indeed, this is often missed by English learners, especially for beginners, how to distinguish *the* pronunciation of the in accordance with the context. To understand the difference, it is explained with a simple example as follows:

- The building [ðə 'bɪldɪŋ]
- The office [ðɪ 'ɒfɪs]

In the first example, the word *the* is pronounced with the symbol [ðə]. Because after *the* is followed by word that begins with a consonant letter. While the second example *The office*, the details pronunciation of *the* is symbolized by [ðɪ]. It is different in pronunciation because after the word *the* is followed by a word that starts with a vowel, namely the letter *o* in the word *office*.

The classification of this type of speaking error is an error of competence with the form of error of pronunciation. Ignorance of a learner's error will affect their behavior speech production. So mentoring is needed to fix their pronunciation, so that when learners already have the capability with a good level in mastering English, they will have self-monitoring sensitivity and can anticipate the occurrence of speaking errors.

## Datum 5

12.35

- Host : where are you from?
- Student 1 : I'm from *Temanggung*
- Student 2 : I'm from *Cilacap*
- Host : how far from here?
- Student 1 : two horse (hours)
- Host : two horse or two hours?
- Student 1 : yes, two horse (hours)

At minute 12.35, there is a conversation between the host and two students in the English class forum. The transcript of the dialog above shows that there is a speech error in student 1's utterance, namely in the phrase *two hours*. While student 1 pronounces it *horse*. Then the host tried to correct it by asking for two-word choices, but student 1 still answered with the wrong pronunciation.

From that statement, it can be confirmed that the mistake was not intentional on the part of the student. However, there is a lack of sufficient knowledge about the pronunciation of English words. The intention of the student was to say the word hours, due to the lack of proficient mastery, the student pronounced the word hours into horse. The word *hours* refers to time and the word *horse* refers to the name of an animal. The pronunciation difference between the two words is symbolized as follows:

- Hours ['aʊəz]
- Horse ['hɔrs]

With that description, it can be identified that the type of speech error in the dialog is error of performance in error of pronunciation. Sometimes speech errors, especially mispronunciation, cause misunderstandings in communication if they do not understand the context intended by each other. So, to anticipate these misunderstandings, mentoring or drilling is needed for SLA to produce correct utterances.

[https://www.youtube.com/watch?v=kg1oeZ\\_epc0&list=PL2Br7iW1oQNdmuQ3T\\_17RctECOClaq1z3&index=8](https://www.youtube.com/watch?v=kg1oeZ_epc0&list=PL2Br7iW1oQNdmuQ3T_17RctECOClaq1z3&index=8)

## **Datum 6**

### **3.26**

David : But I ordered the car, I didn't order a motorcycle.

Gojek : Oh, you but, you//you order the car?

David : Yeah

Gojek : Oh no, you you, you order you order... bicycle. Go..

David : No I didn't order bicycle Sir, this is motorcycle

Gojek : Yeah motorcycle, you order motorcycle

David : I can't ride a motorcycle

Gojek : Oh, you cancel, you cancel.

David : Oh man, you don't have a car? May be we can get your car?

Gojek : No, you application/you application/you application.

Maybe you wrong // this // order.”

The dialog above shows at minute 3.26 in the video link, between David as host and Gojek's rider as civilian. In their interaction, there are several speech errors that can be identified in several classifications.

“Oh, you but/you // you order the car?”

First, there is a repetition in the sentence uttered by Gojek's rider, which repeats the word *you* when continuing the sentence he will convey. According to Clark and Clark, this type of error occurs because the speaker's speaking speed is too fast. Clark and Clark also expressed concern that the source of error comes from psychological or affective reasons. It happens when people are anxious, they become tense and their planning and execution of speech becomes less efficient.

In the sentence there is also another speech error, namely silent pause. The error of Gojek's rider utterance is marked with the double slash (/), this happens because he needs time to produce the word he wants to say or compose the word to perfect into his sentence. It deals with Clark and Clark's (1977,271) statement about the reason people

do speech errors, he explains on one type of factor called cognitive difficulty that a speaker takes a longer time to produce a sentence for abstract word than concrete word.

“Oh no, you-you-you order/you order // bicycle. Go..”

The next utterance is identified as a stutter speech error, in which there is a syllable repetition of the word *you* three times. This is usually identified as being influenced by the speaker's condition, nervousness, tense, or hesitation. The second error in this sentence is repetition which is marked with a single slash (/). The speaker attempts to complete the sentence by repeating the phrase *you order* twice in his utterance.

Furthermore, there is also a speech error at the end of the sentence, namely silent pause, which is marked with a slash mark (//) in the dialog sentence above. In the dialog after the speaker says *you order*, he pauses and fills the pause with silence, before continuing to the next word *bicycle*. In the utterance, there is a pause or silence between the phrase *you order* and the word *bicycle*. So the sentence belongs to the speech error classified by Clark and Clark, namely silent pause.

Factors that influence speech errors made by the Gojek's rider because he experiences cognitive difficulty and social circumstances. Cognitive reason means having difficulty in composing and choosing the right words. In addition, social circumstances which because the interaction is only done head to head between David and Gojek's rider, then the speaker was under pressure to speak instantly. So, with these

two factors Gojek's rider has difficulty when expressing his sentences because of the imperfect planning process in his speech.

“Oh, you cancel/you cancel”

In the phrase spoken by Gojek's rider contains two speaking errors, namely repetition and error of competence (pragmatics). The speaker is doing repetition in the phrase *you cancel*. Then, the phrase is also identified as error of competence in which grammatically it is correct but by the means of the speaker is suggesting to David to cancel the order, not stating that he has canceled the order. The speaker should be able to use alternative sentences that are more precise and perfect in order to be understood. Such as *you can cancel the order* or *I suggest you to cancel the order*. So, it can be concluded that this case is an error of competence with the type of error of pragmatics.

It deals with Kovac's (2011) claim that second language speakers at a lower level of language competence have limited declarative knowledge. From this statement it can be concluded that the practice of speaking a foreign language without mastering the rules and mechanisms of the language causes SLA to potentially make errors to produce speech in their communication process.

“No, you application/you application/you application, maybe you wrong // this //order.”

The above sentence spoken by the speaker is indicated as a speech error with the type of repetition. The speaker says *you application* three times, before completing

the sentence. This usually happens because the speaker repeats the word or phrase to justify or convince what he has said.

In other cases, the arrangement of the phrase *you application* is wrong. Every sentence must contain subject, predicate, and object. The word *you* is included as personal pronouns in the word of classes, while the word *application* is positioned as an object or adverb with a noun form. So, it requires a predicate to complete the appropriate sentence. However, pragmatically in this context the speaker has an error production. The right word to replace position of *you* is the word *your*. Because the word *your* includes word classes of possessive pronouns, which possessive pronouns are pronouns that show belonging, which modify the noun after it, namely *application*.

The same case occurs in the next utterance, maybe you wrong, the sentence is not correct because it does not have a predicate. So, to complete the sentence, to be of the subject is needed, namely *are*, thus the correct sentence is *maybe you are wrong*.

Furthermore, in the last sentence in the dialog, there is a silent pause twice, which happens after the speaker says *maybe you wrong*, before continuing the word intended there is a stop or gap for a few seconds, then he mentions the word *this* and he makes another silent pause before completing his sentence.

Some of the errors above occur because the Gojek's rider confusion or doubt arises when explaining the intended sentence because of the difficulty to formulate and



find the right words to express it. The reason is in line with the characteristics given by Clark and Clark (1977), they call it cognitive difficulty.

## **Datum 7**

### **5.37**

David : Is it safe?

Gojek : One man? Just you? Okay, the way just to this // is here.

David : But I // is it safe?

Gojek : Safe

David : How long have you been riding a motorcycle, Sir?

Gojek : It's my life

The dialog above shows some of the errors that occurred at minute 5.37. The speech error that is indicated in the dialog is the sentence *the way just to this is here*. The arrangement and selection of words expressed by the speaker is not accurate. So that it can affect the understanding of the opposite speaker. Examples of sentences that should be used are like *the way of your destination is near*, or the speaker can also explain the detailed route of the intended destination. Thus, the use of correct grammar and proper word choice is very important in communication. Speech errors are classified as errors of vocabulary and errors of grammar.

In the sentence that is spoken by David, a speech error is also detected, namely in the sentence *But I... is it safe*. In this sentence there is a silent pause made by David.

This case arises due to the lack of preparation of the speaker. This is conveyed by Levelt (1989) in his speech production model. He explained the sequence from linguistic plan to motor execution. It is mentioned in his statement that the fundamental reason that underlies people can speak well is through the first stage, namely conceptualization, the speaker makes decisions about the message by selecting information from their knowledge and organizing it into an initial pre-verbal structure. So it can be concluded that David's silent pause was caused by the lack of prepared concepts so that he did not know what he was going to say.

The utterance of the sentence *it's my life* at the end of the dialog is also considered inappropriate. Semantically, the words and structure in the sentence are correct, but the context of the discussion in the dialog is not suitable. Because the sentence *it's my life* semantically means stating the condition of the lifestyle. If the utterance is interpreted pragmatically which is then connected to the context of the discussion, the meaning of Gojek's rider is he can ride a motorcycle for a long period of time. Therefore, the correction of the sentence is *I have been able to ride a motorcycle for a long time ago*.

The two analyses above show that the speech errors uttered by the Gojek's rider include errors of vocabulary in the type of lexical error at the semantic level. The kind of this speech error is error of choice of word coming from the same stem. Thus, the error experienced by the speaker is cognitive difficulty which is influenced by inadequate learning. In addition, the speaker has difficulty in explaining something

because they can't find the right words to express it when doubts arise. Furthermore, in the case of word selection, a doubt comes when the speaker struggles to find the appropriate word.

## **Datum 8**

### **6.06**

David : Because I'm from Australia and Indonesia I don't know if I can trust

Gojek : Yeah I know, you-your-your deses\your destination is near

David : Yes

Gojek : Just/just, two // two minutes/two minutes from here.

David : Okay, alright.

Gojek : Okay. You-you want/you want/you want //

David : Oh man, my-my-my mom is gonna kill me

Gojek : No no no

David : My mom says, don't ride a bicycle – ah motorcycle.

Do-don't-don't tell my mom please, okay?

Gojek : Okay no no, I don't

David : My mom/my mom is inside, alright

Gojek : Okay, okay

The first sentence that is indicated to contain speech error in the dialog above is the response sentence uttered by the Gojek's rider, *yeah I know, you yor your deses, your destination is near*. There is a repetition of words or syllables when saying the word *your*, so if this is associated with the theory of speech errors expressed by Clark & Clark (1977), this case is a type of stutter speech error. Next is the phrase *your deses your destination*. In the same theory, the character or feature that is close to the speech error is the false start retraced type. It is model word correction by including one or more previous word. The word change made by the speaker is due to miss used the word needed.

The factor for the two speech errors in the sentence is that the speaker had difficulty producing the word he intended and he forced himself to speak. In addition, she also spoke at a high speed. Speaking at a high speed can affect the imperfect speech production process, making it very vulnerable to speech errors. When the planning process is not fully completed and then forced to speak, speech errors can occur.

In accordance with this, there are stages or frameworks in speech production expressed by Levelt (1989), namely conceptualization, formulation, articulation, and self-monitoring. The model explains how the different stages between linguistic plan and motor execution when speech errors occur. The case experienced by the Gojek's rider above is because the formulation process in his speech production is not perfect. So even though the speaker has conceptualized the point he wants to convey, if the phrase structure or diction of the sentence is not formulated perfectly, the execution of the speech will not be conveyed properly.

- “Just/just, two // two minutes/two minutes from here”
- “Okay. You-you want/you want/you want //”

The sentence in the first point is found to have two types of speech errors, namely repetition and silent pause. Repeat occurs when the speaker says *just* twice at the beginning of the sentence and repeats the phrase *two minutes*. In addition, there is a silent pause in the middle of his utterance on the word *two*, the gap in the sentence's utterance can be seen when his speaking speed is unstable before he completes his sentence.

In the second point, there is a stutter at the beginning of the sentence when saying *you*, the stutter happens within the word itself. The second error that appears in the utterance is repetition. The Gojek's rider says *you want* three times. Furthermore, the speaker also stops for a few seconds at the end of his sentence which is classified as a silent pause, it can be seen when he lengthens the pronunciation of his last word.

Because he did not find the word he wanted to say, so the speaker could not complete the intended sentence structure.

“Oh man, my-my-my mom is gonna kill me”

The sentence above shows a speech error of the stutter type. The stutter performed by David himself was detected when he said the beginning of the sentence that he conveyed, namely the word *my*. The category for this stutter is word categories, because the speaker clearly mentions the repeated word. The error is indicated due to the influence of imperfect conceptualization of speech production. Conceptualization is the process of determining the main idea or intention to be conveyed before organizing it into a phrase or sentence structure. The speaker forces to produce and organize words without having the intended message before. So that this is the influence of the speech error made by the speaker.

“Don’t ride a bicycle – ah motorcycle”

The speech was said by the host himself, David. The error contained in the sentence is Correction. Correction happens when the speaker realizes the error production of the target word. So he replaces the intended word at once. David made a correction when producing the word *bicycle*. Immediately he changed the word *bicycle* to *motorcycle*. So, he changed his mistake by adding the stressed *ah* to correct the previous word. This speech error occurs due to loss of focus or exhaustion. The psychological condition of the speaker can also affect the execution of the speech.

“Do-don’t-don’t tell my mom please, okay?”

The sentence above shows a speech error at the beginning of the sentence, which is a stutter. Stutter is the repetition of the letter or syllable of the word mentioned. This happens when the speaker, David, is going to state his sentence *don't tell my mom please*. At the beginning of his sentence the speaker mentions the word *don't* with a stutter. Many aspects mention why someone can stutter. Some of which are influenced by the condition of the speaker such as hesitant, tense, anxious etc.

“My mom/my mom is inside, alright”

The speech error committed by the speaker is indicated at the beginning of the sentence when he says the phrase my mom twice. The type of speech error made by the speaker is repetition, which is repeating words or phrases from the sentence mentioned. This can be influenced by anxiety or miss plan factors. As mentioned by Clark and Clark when the speakers feel anxious, they become tense and their planning and execution become less efficient.

<https://www.youtube.com/watch?v=n7uSZhHSm04&list=PL2Br7iW1oQNdmuQ3T17RctECOClaq1z3&index=13>

**Datum 9**  
**8.21**

Dave : by the way, what do you guys think about kampong inggris?



Student : I think is // my kampu \ kampung inggris is very / very nice.

Dave : you like it here?

Student : yes, I like.

aa... because ii... in here ma-many people is //

what all you say // *ramah*?

Dave : friendly

Student : because in here very / very friendly.

“I think is // my kampu \\ kampung inggris is very / very nice.”

The above dialog is shown at minute 8.21 where in the first sentence there are several speech errors detected in one sentence, namely the first sentence in the dialog above delivered by the student when responding to questions from *Cak Dave*. The first error is the use of to be *is* in a verbal sentence, it is detected when the student says *I think is*. The composition required in a verbal sentence is subject, predicate, and object (compliment). If the phrase is analyzed, *I* is positioned as a subject, *think* is positioned as a predicate in the form of a verb base (v1), and the word *is* should be a to be of the third person. In which the use of to be is a connective word between subject and predicate. So to be *is* not needed in that phrase above. This error shows a speech error with the type of grammatical error in the error of competence.

Another case of grammatical errors, in the same sentence there is another speech error, namely silent pause. This is shown when the student says *I think is* then he stops for a few seconds before continuing his sentence. Silent pause usually occurs

when the speaker pauses while trying to find the right word. In the context of the dialog above, it can be seen that the student makes a silent pause when he has difficulty in finding the right diction or he is distracted by arranging their words into correct grammar. This is because the student experiences cognitive difficulty, namely having inadequate competence or having poor lexical knowledge in which he only has a limited vocabulary. So, the student cannot easily express ideas with the right diction.

Furthermore, there is also a false start un-retraced in the sentence, it is detected when the student says *my kampu... kampung inggris*. False un-retraced occurs when the speaker doesn't include the words before to correct, the speaker only utters the target word directly. In the dialog, the student changed the phrase *my kampu* to *kampung inggris* which became his intended words. The error can also be indicated due to situational anxiety factor. In this case if the speaker cannot control himself, it will be difficult to produce utterances and spend a long time, so that what is conveyed cannot be maximized and less efficient in their speech. So with this explanation, it can be concluded that the conditions and situations experienced by the student can affect the delivery of speech and are vulnerable to commit speech errors.

In the same sentence, there is also an indication of speech error in the kind of repeat. Which is known when the student says the phrase *very very nice*. The repetition of the word is indicated as an emphasis on the adjective that is expressed, namely the word *nice*. Where the intention of the context stated by the student is to express a very

good and positive situation, then he determines to use repetition on the word *very* in his statement.

“aa... because ii... in here ma-many people is //”

One of the above utterances delivered by the student in the dialog shows four speech errors together in one sentence. The first speech error is filled pause, which can be recognized at the beginning before the student utters his sentence. The student stops for a while and fills the pause with filler *aaa*, before continuing *because in here many people are*. Filled pause is also found after he says the word *because*, the student stops by filling the gap with filler *iii* by lengthening the tone on the letter *i*, before he says the word *in* as the target word. This event is influenced by social circumstances, where the speaker is under pressure to speak. So, his speech plan is imperfect and causes filled pause to fill the gap before he finds the proper words to deliver.

The second error in the sentence is an error of vocabulary, which is shown in the phrase *in here*. The phrase *in here* in the context is indicated as a lexical error at the formal level. However, the phrase *in here* usually means inside or within which refers to a specific location with an enclosed area. That phrase is not appropriate if the context is to show or describe a city or district, so the phrase *in here* should not be used in the sentence.

Furthermore, there is also a speech error in the same sentence, namely the student indicated to stutter. The student stuttered when saying the word *many* in the

middle of his sentence. Speech errors of this type are usually caused by the speaker speaking at high speed, so that with limited competence the target word is not pronounced properly because the speaker cannot control the execution of the incomplete speech plan.

The phrase spoken by the student is considered inappropriate, namely the phrase *many people is*. Because of the incorrect use of to be. To be *is* refers to a conjunction that is specific to the third singular person, while the diction used by the student is *many people* which is the pronoun of *they* which shows the third plural form. So the word or to be that should match the subject *many people* is *are*. Then the correct phrase becomes *many people are*. This error is classified as an error of grammar.

At the end of the sentence there is a silent pause, which is indicated by the occurrence of a gap of period or stop for a few seconds after the student says *many people is*. Silent pause is conducted by the student because he has difficulty finding the right word to say and does not know the vocab of the word intended, so it creates a silent pause when he will continue his speech.

“What all you say // *ramah*?”

The utterance above also shows the silent pause made by the student after he said what *all you say*, at this moment there was a gap or stop pause when he tried to ask by transforming the word in question into Indonesian.

“Because in here very / very friendly”

The sentence above shows the occurrence of repeat. This is known when the student says the word *very* twice. The repetition of the word is indicated as an emphasis on the adjective expressed, namely the word *friendly*. Which is the intention of the context stated by the student is to express a very good situation with a positive vibe. So, he decided to use repetition on the word *very* at his statement.

The next error in the sentence is an error of vocabulary, which is shown in the phrase *in here*. The phrase *in here* on the context is indicated as a lexical error at the formal level. However, the phrase *in here* usually means inside or within which refers to a specific location with an enclosed area. The phrase is not appropriate if the context is to show or describe a city. So, if the student indicates it with people or the nature of the condition, the correct word should be *here*.

Although pragmatically the utterance can be understood. However, the grammar structure is considered incorrect. Because the sentence does not have a clear subject and predicate. So, the student should complete the sentence by mentioning the subject and predicate intended. The correct word to complete the sentence is *because the people here are very friendly*.

## Datum 10

17.00

Dave : Where are you from, sir? Can I talk to you in English?

Civilian : Aaa... little / little

Dave : That is fine, that's good

Civilian : Cause is my boss all // is // English speaking

Dave : Where are you from?

Civilian : I am from // is aa... *Jambu*, like // one *kecamatan* from *Pare*

Dave : How did you learn English from your bosses? Or from *kampung inggris*?

Civilian : Aaa... just try try

The next datum is the conversation between the host *cak* Dave and the civilian which met in a road. Then they were doing short conversation using English. In the conversation were detected contains some speech error that is committed by the civilian. Here are the details.

“Aaa... little / little”

The above response sentence uttered by the civilian contains two speech errors. The first is a speech error with the type of filled pause. It is known at the beginning of his sentence, he uses the filler *aaa* before saying the response to the question from *cak* Dave. The use of filled pause usually occurs due to the speaker's lack of preparation when formulating the intended concept. So when the speech plan process is incomplete,

it will affect the speech execution process carried out by the speaker when he is distracted by situations that demand him to speak.

The next mistake is the phrase *little little*. This word is an intended repetition. Where the civilian uses a cultural word from Indonesian that is transformed into English. Each language has its own culture and grammar, so the use of terms translated from other languages cannot be used directly to avoid misunderstanding from the audience.

This is also agreed by Douglas Broad (2020) in his research journal saying that, many phenomena that occur in second language acquisition, some of which are influenced by behaviorists. Behaviorist theory emphasizes the acquisition of a language is influenced by the environment that has its own language culture, so that a child will follow the sound and pattern of the language around him. Then Douglas assumed that someone who learns a second language will be influenced by the character of his first language, which is already embedded in his memory.

Thus, from the above explanation, it can also be identified that the phrase spoken by the civilian, namely *little little*, is classified as a speech error in the error of vocabulary. Alternative sentences that should have been used by the civilian such as *yes, just a little*. The speech error is caused by inadequate learning, lack of knowledge and less competence of the speaker.

“Cause is my boss all // is // English speaking”

The sentence above shows that there is a speech error in the sentence uttered by the civilian. The speech error is a silent pause which is detected twice in one sentence. The first silent pause occurred when after the civilian said *my boss all*, then he continued on the word *is*. After that, before he continued his sentence the speaker experienced a second silent pause which was right before he said *English speaking*.

The sentence uttered by the civilian also contains a speech error with an error of grammar. It is shown in the disorder of arrangement and diction. The sentence used by the civilian is a nominal sentence, because he uses to be is. The meaning created by the utterance shows that the boss is part of the English speech. The context becomes incomprehensible.

If the speaker wants *English* as the object of the subject *my boss*, he should use a verbal sentence. Through the verbal sentence structure, the civilian's purpose will be well understood. The verbal sentence structure is subject followed by predicate verb and ends with object. Then the correct diction and sentence should be *because all of my bosses speak English*.

“I am from // is aa... *Jambu*, like // one *kecamatan* from *Pare*”

The sentence above also shows that there are several speech errors in one sentence. The first error is found there are two silent pauses or stops for a few seconds made by the civilian. The first is after the civilian says *I am from*, the second is after the civilian says the word *like*.



The second error is in the word *is*, after the words *I am from*. The word *is* used by the civilian is unnecessary, because the previous word already uses the correct to be which is *am*. To be *is* only used for the third singular person. So, this is identified as a speech error in the error of grammar.

Then after he mentioned *I am from is*, the civilian also did a filled pause which is filling the gap by saying the filler *aaa*, right before he mentioned the regional word intended, which is *Jambu*. This type of speech error usually occurs because the speaker cannot process the speech plan spontaneously, because the concept is not perfect or the speaker still hasn't found the right word to represent the word from his mother language. So with some of these things result a filled pause made by the civilian in his speech.

Furthermore, speech errors are still found in the same sentence, namely there are errors of vocabulary. The error is known in the words *like* and *one kecamatan*. The word *like* is meant by the civilian to be an adverb of the previous word or district, *Jambu*, but based on the rules of grammar the word *like* does not need to be used in the sentence because it does not fit the context. The phrase *one kecamatan*, *kecamatan* means sub district. If the speaker uses the phrase *one sub-district*, the meaning indicates the number of sub-districts itself. However, when viewed from a pragmatic perspective, the speaker uses that phrase because it is influenced by cultural terms from his mother tongue, Indonesian, which refers to distance.

So the correct diction and arrangement of some speech errors in the sentence is  
*I am from Jambu, the next sub-district from Pare.*

“Aaa... just try try”

The above response sentence uttered by the civilian contains two speech errors. The first is a speech error with the type of filled pause. It is known at the beginning of his sentence, he uses the filler *aaa* before saying the answer to the question from *cak* Dave. The use of filled pause usually occurs due to the speaker's lack of preparation when formulating the intended concept. So, when the speech plan process is incomplete, it will affect the speech production process carried out by the speaker when he is distracted by situations that urge him to speak.

The next mistake is the phrase *just try try*. This word is conducted with intended repetition. Where the civilian uses cultural terms from Indonesian that are transformed into English. Each language has its own culture and grammar, the use of terms translated from other languages cannot be used directly to avoid misunderstanding from the audience due to cultural differences.

It is known and confirmed that due to the influence of mother tongue or incomplete knowledge of the target knowledge, the civilian produces a sentence that are not in accordance with grammatical rules. This is also agreed by Douglas Broad (2020) in his research journal saying that, many phenomena that occur in second language acquisition, one of which is influenced by behaviorists. Behaviorist theory

emphasizes the acquisition of a language is influenced by the environment that has its own language culture, so that a child will follow the sound and pattern of the language around him. Then Douglas assumed that someone who learns a second language will be influenced by the character of his first language, which is already embedded in his memory.

Thus, from this explanation, it can also be identified that the phrase spoken by the civilian, namely *just try try*, is classified as a speech error in the error of vocabulary. The alternative sentence that should be used by the civilian is like *I just try to practice my English speaking*. The speech error is an error caused by inadequate learning, lack of knowledge and incompetence of the speaker.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

This chapter explains about the conclusion and suggestion of this research. The researcher draws this conclusion based on the findings and discussion that has been explained in the previous chapter. Thus, It is also presented some suggestions for the future research, especially for the same field.

In this section, the researcher presents some important points regarding the research entitled “The Speech Error Investigation of L2 practical English by Indonesian in *Londokampung* YouTube Channel”. Concerning the previous chapter, finally the researcher conclude that the speakers who are committed speech error, as follows:

1. The speakers do not formulate their planning utterance in spontaneous conversation. As proposed by Clark and Clark (1977), there are three factors that affect planning difficulty, namely cognitive difficulty, situational anxiety, social reason.
2. In the clip conversation, the object or target of the content is not a native speaker. They are people who speak with spontaneous answers according to their language skills. So in this situation, they often make some common speech errors. However, in this case it was also found that the host namely Dave also made speech errors, which he is a bilingual speaker.

3. The speakers have a varieties speech error toward uttering the sentence in English. From some video clips of the conversation above, the researcher found 55 times speech error produced by the speaker. They are 11 of Silent Pause, 5 of Filled Pause, 6 of Stutter, 1 Correction, 2 of False start retraced, 1 of False start un-retraced, 9 of Repetition. Also occurred in another type of speech error they are on Error of competence, including 4 error of pronunciation, 8 error of grammar, 1 error of pragmatic, 7 error of vocabulary.
4. As the result of analysis, silent pause is a type of speech error that is often made by the speakers in the conversation. The next common type is repetition. The factors that influence the occurrence of speech errors are cognitive difficulty, situational anxiety, and social reason, as major factors.
5. Through this observation, it can be used as an example that the previous discussion is a sample of speech errors that occur in people's daily lives in practical English, especially for second language learners.

## **B. Suggestion**

The researcher suggests that cognitive skills in English should be further improved in our education system, to minimize the occurrence of speech errors.

In addition, the researcher only examined the factors influencing the speech error and its process through psycholinguistics field. Thus, it would be better if the next

researcher complements this research by adding various other perspectives such as morphology and phonology features in detail.

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## CURRICULUM VITAE

PAS FOTO

3 x 4

Mohammad Iqbal Al Fahrizi was born in Malang on June 13, 2001. He graduated from SMA Annur Bululawang Malang in 2018. During his study at the Senior High School, he actively participated in some organizations and events. He joined OSIS as the coordinator and BASPARA as the member.

He started his higher education in 2018 at the Department of English Literature UIN Maulana Malik Ibrahim Malang. During his study at the University, he also joined in extra and intra organization as well. In intra he joined HMJ of English Literature as member, then continued in DEMA of Faculty of Humanities as the chief. While extra organization he joined in PMII (*Persatuan Mahasiswa Islam Indonesia*).

## APPENDIX

[https://www.youtube.com/watch?v=aPKe6GdM9LM&list=PL2Br7iW1oQNdmuQ3T\\_17RctECOClaq1z3&index=3](https://www.youtube.com/watch?v=aPKe6GdM9LM&list=PL2Br7iW1oQNdmuQ3T_17RctECOClaq1z3&index=3)

In this conversation is conducted in hall room of the school (which English forum). The subject were the host (*Cak Dave*) as the guest star and student as the object (audience).

### 8.10 Minutes

Host : What is your favorite animal?

Student : My favorite animal is beer (bear)

### 8.21 Minutes

Host : What is your favorite animal?

Student : My favorite animal is snack (snake)

### 8.33 Minutes

Host : who is your favorite celebrity artist singer?

Student : yes sir, my favorite actor is Tony Stark

Host : oh not a singer but an actor, Tony Stark.

Student : yes

Host : what is your favorite movie of Tony Stark?

Student : Iron man 1, 2, 3.

Host : oh 1, 2, 3. Iron man series.

Student : yes

Host : which one is your favorite, 1,2, or 3?

Student : I'm very like third series.

Host : the third one?

Student : yes

Host : but he died in the ending of the video (speak javanese)

Student : never mind sir. He is a ..(filled pause).... The(pronounced di) hero.

Host : I see.

Student : thank you very much sir.

Host : you are very welcome. Let's shake hand.

### 12.35 Minutes

Host : what is your name?

Student 1 : my name is Moreno Gunavida.

Host : and I can call you Reno. What is your name?

Student 2 : my name is Mujahid.

Host : Mujahid and Reno. How old are you guys?

Student 1 : I'm sixteen.

Speaker 2 : I'm fifteen.

Host : where are you from?

Student 1 : I'm from *Temanggung*.

Student 2 : I'm from *Cilacap*.

Host : how far from here?

Student 1 : two horse (hour)

Host : two horses or two hours?

Student 1 : two horse (hour)

[https://www.youtube.com/watch?v=kg1oeZ\\_epc0&list=PL2Br7iW1oQNdmuQ3T\\_17RctECOCiaq1z3&index=8](https://www.youtube.com/watch?v=kg1oeZ_epc0&list=PL2Br7iW1oQNdmuQ3T_17RctECOCiaq1z3&index=8)

### 3.26 Minutes

David : but I ordered the car, I didn't order a motorcycle.

Gojek : oh you but, you ... you order the car?

David : yeah

Gojek : oh no, you you, you order you order... bicycle. Go..

David : no I didn't order bicycle Sir, this is motorcycle

Gojek : yeah motorcycle, you order motorcycle

David : I can't ride a motorcycle

Gojek : oh, you cancel, you cancel.

David : oh man, you don't have a car? May be we can get your car?

Gojek : no, you application, you application, you application.

May be you wrong ..(silent).. this ... order.

### 5.37 Minutes

Gojek : look your application, your application..

David : oh man, I'm gonna be late for my meeting

Gojek : may be..

David : is it safe?

Gojek : one man? Just you? Okay, the way just to this is here.

David : but I, is it safe?

Gojek : safe.

David : how long have you been riding a motorcycle, Sir?

Gojek : it's my life.  
David : because I'm afraid if I die then  
Gojek : oh no no no

#### **6.06 Minutes**

David : because I'm from Australia and Indonesia I don't know if I can trust  
Gojek : yeah I know, you yor your deses, your destination is near  
David : yes  
Gojek : just just, two, two minutes, two minutes from here.  
David : okay, alright.  
Gojek : okay. you, you want, you want, you want..  
David : oh man, my my my mom is gonna kill me  
Gojek : no no no  
David : my mom says, don't ride a bicycle, ah motorcycle.  
Do-don't-don't tell my mom please, okay?  
Gojek : okay no no, I don't  
David : my mom, my mom is inside, alright  
Gojek : okay, okay

<https://www.youtube.com/watch?v=n7uSZhHSm04&list=PL2Br7iW1oQNdmuQ3T17RctECOClaq1z3&index=13>

### 8.21 Minutes

Dave : by the way, what do you guys think about kampong inggris?

Student : I think is.. my kampu.. kampong inggris is very very nice.

Dave : you like it here?

Student : yes, I like.

aa... because ii... in here ma-many people is...

what all you say.. ramah?

Dave : friendly

Student : because in here very very friendly.

### 17.00 Minutes

Dave : where are you from, sir? Can I talk to you in English?

Civilian : aa... little little

Dave : that is fine, that's good

Civilian : cause is my boss all.. is .. English speaking

Dave : where are you from?

Civilian : I am from .. is a.. Jambu, like ... one kecamatan from Pare

Dave : how did you learn English from your bosses? Or from kampong inggris?

Civilian : aaa.. just try try

# TURNITIN

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