

**STRATEGIES TO OVERCOME SPEECH ERRORS
PRODUCED BY PRESENTERS OF THESIS PROPOSAL
SEMINAR IN ENGLISH LETTERS DEPARTMENT**

THESIS

By:

Diah Febriyanti

NIM 14320131



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

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**STRATEGIES TO OVERCOME SPEECH ERRORS
PRODUCED BY PRESENTERS OF THESIS PROPOSAL
SEMINAR IN ENGLISH LETTERS DEPARTMENT**

THESIS

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(S.S.)**

By

Diah Febriyanti

NIM 14320131

Advisor:

Rina Sari, M.Pd.

NIP 19750610 200604 2 002



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

2018

STATEMENT OF AUTHORSHIP

I state that the thesis entitle **“Strategies to Overcome Speech Errors Produced by the Presenters of Thesis Proposal Seminar in English Letters Department”** is my original work. I do not include any materials previously written or published by another person, except those ones that are cited as references and written in the bibliography. Hereby, if there is an objection or claim, I am the only person who is responsible for that.

Malang, 07 December 2018

The researcher


Diah Febriyanti
NIM 14320131

APPROVAL SHEET

This is to certify that Diah Febriyanti's thesis entitled **Strategies to Overcome Speech Errors Produced by the Presenters of Thesis Proposal Seminar in English Letters Department** has been approved for thesis examination at the Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of *Sarjana Sastra* (S.S.).

Malang, 07 December 2018

Approved by

Advisor



Rina Sari, M.Pd.

NIP 19750610 200604 2 002

Head of English Letters Department



Rina Sari, M.Pd.

NIP 19750610 200604 2 002

Acknowledged by

Dean,



Dr. H. Syafiyah, M.A.

NIP 19660910 199103 2 002

LEGITIMATION SHEET


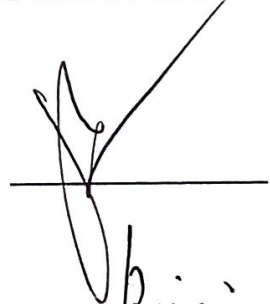
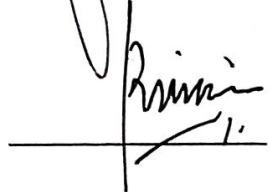
This is to certify that Diah Febriyanti's thesis entitled **Strategies to Overcome Speech Errors Produced by the Presenters of Thesis Proposal Seminar in English Letters Department** has been approved by the Board of Examiners as the requirement for the degree of *Sarjana Sastra (S.S.)* in English Letters Department.

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The Board of Examiners

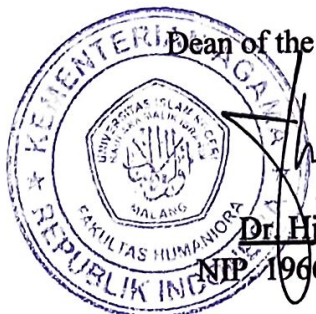
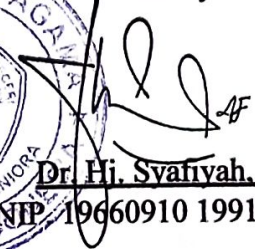
1. H. Djoko Susanto, M.Ed, Ph.D. (Main Examiner)
NIP 19670529 200003 1 00 1
2. Abdul Aziz, M.Ed, Ph.D. (Chair)
NIP 19690628 200604 1 00 4
3. Rina Sari, M. Pd. (Advisor)
NIP 19750610 200604 2 002

Signatures

Approved by

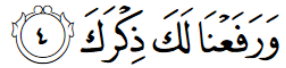
Dean of the Faculty of Humanities



Dr. Hi. Syafiyah, M.A.
NIP 19660910 199103 2 002

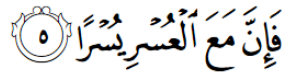
MOTTO

Be Responsible and Trustworthy.

(Scout Law)



And raised high for you your repute.



For indeed, with hardship [will be] ease.

DEDICATION

This thesis is proudly dedicated to dearest my parents Bapak Sunarko and Ibu

Yuliana, my sister Betty Dwi Fitriani and my grandfather Marsono.

Million thanks for your uncountable love, affection, prayers and supports.

Then, for my big family whom I loved.

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Praise and gratitude the writer sends up only to Allah SWT, who has given the mercy and blessing so that the writer is completely able to finish this thesis. Shalawat and salam are expected to be exerted to the lovely prophet Muhammad SAW, because of the divine gift of graced from Allah, I finally is able to finish this thesis entitled **Strategies to Overcome Speech Errors Produced by the Presenters of Thesis Proposal Seminar in English Letters Department** as the requirement for the degree of *Sarjana Sastra* (S.S.) in English Letters Department, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim.

I realize that my thesis will never get success without any interference from other people surrounding make many valuables contribution in making this thesis.

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Finally, I truly aware that this thesis still needs the criticism and suggestion from the readers in order to make it better.

Malang, 07 December 2018

Diah Febriyanti

ABSTRACT

Febriyanti, Diah. 2018. *Strategies to Overcome Speech Errors Produced by the Presenters of Thesis Proposal Seminar in English Letters Department*. Thesis. English Letters Department. Faculty of Humanities. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor : Rina Sari, M.Pd.

Key words : Strategy of Speech Errors, Thesis Proposal Seminar, The Presenter.

Strategies to overcome speech errors are crucial process in communication. It occurs because many people get difficulties in several conditions which disturb their focus and concentration in communication. Unfortunately, this condition is caused by creating speech errors in unaware condition. In this case, the strategies to overcome speech errors based on Levelt (1983) can be known as the types of self-repair. Then, the researcher investigated the strategies used by the presenters of thesis proposal seminar in overcoming their speech errors which used the types of self-repair.

Furthermore, the purpose of this research is to know how the strategies of the presenters of thesis proposal seminar to overcome their speech errors. In conducting this research, the researcher used the qualitative method. The data were taken by videoing the process of thesis proposal seminar at English letters Department. Then, the researcher transcribed the conversation and classifying the utterance which contains repairs of speech errors. The research chose 5 presenters of thesis proposal seminar as the subjects of the research. In addition, the data were analysed by identifying, categorizing, analysing, discussing, and making a conclusion.

The findings of this research showed that the presenters of thesis proposal seminar used all three types of strategies to overcome speech errors. Firstly, the presenters of thesis proposal seminar often used error repairs as their strategy to overcome their speech errors. Secondly, they used appropriateness repairs as their strategy to overcome speech errors. Finally, the presenter of thesis proposal seminar used different repairs as their alternative in order to maintain their utterance when they got speech errors.

المستخلص

فبريانيتي ، ديا. 2018. استراتيجيات التغلب على أخطاء الكلام التي أعدها مقدمو عروض أطروحة الدرس في قسم الرسائل باللغة الإنجليزية. بحث جامعي. كلية لعلوم والإنسانية. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف : دكتورة رينا ساري، الماجستير. الكلمات الرئيسية : استراتيجية أخطاء الكلام ، حلقة الندوة حول الندوة ، مقدم

الاستراتيجيات للتغلب على أخطاء الكلام هي عملية مهمة جدا في التواصل. يحدث هذا لأن العديد من الأشخاص يواجهون صعوبات في بعض الظروف التي تتداخل مع تركيزهم وتركيزهم في التواصل. لسوء الحظ ، يحدث هذا الشرط عن طريق جعل أخطاء الكلام في حالة غير واعية. في هذه الحالة ، يمكن تعريف كنوع من (1983) Levelt استراتيجية التعامل مع أخطاء الكلام المستندة إلى التحسين الذاتي. بعد ذلك ، قام الباحثون بالتحري عن الاستراتيجيات المستخدمة من قبل مقدمو عروض مقترح أطروحة في التغلب على أخطاء الكلام من أولئك الذين يستخدمون أنواع التحسين الذاتي. ثم قام الباحث بالبحث في الاستراتيجيات التي استخدمها مقدمو الندوة الخاصة باقتراح أطروحة في التغلب على أخطاء الكلام التي تستخدم أنواع الإصلاح الذاتي. علاوة على ذلك ، فإن الغرض من هذا البحث هو معرفة كيفية إستراتيجيات مقدمو الندوة المقترحة لطروحة للتغلب على أخطاء الكلام. في إجراء هذا البحث ، استخدم الباحث الطريقة النوعية. تم أخذ البيانات عن طريق فيديو عملية حلقة دراسية اقترح أطروحة في قسم الرسائل الإنجليزية. ثم قام الباحث بنسخ المحادثة وتصنيف الكلام الذي يحتوي على إصلاحات أخطاء الكلام. اختار البحث 5 مقدمين لندوة اقترح أطروحة كموضوعات للبحث. بالإضافة إلى ذلك ، تم تحليل البيانات من خلال تحديدها وتصنيفها وتحليلها ومناقشتها وإبرامها.

أظهرت نتائج هذا البحث أن مقدمو الندوة المقترحة لطروحات الدراسة استخدموا جميع أنواع الاستراتيجيات الثلاثة للتغلب على أخطاء الكلام. أولاً ، غالباً ما يستخدم مقدمو الندوة الخاصة بطلب أطروحة الرسالة إصلاحات الخطأ كاستراتيجيتهم للتغلب على أخطاء الكلام. وثانياً ، استخدموا إصلاحات ملائمة كإستراتيجيتهم للتغلب على أخطاء الكلام. وأخيراً ، استخدم مقدم الندوة المقترحة

لرسالة الدرس إصلاحات مختلفة كبديل لها للحفاظ على نطقها عندما تتعرض
لأخطاء في الكلام.

ABSTRAK

Febriyanti, Diah. 2018. *Strategi untuk Mengatasi Kesalahan Ucapan yang Diucapkan oleh Para Penyaji Seminar Usulan Skripsi di Jurusan Sastra Inggris*. Skripsi. Jurusan Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing : Rina Sari, M.Pd.

Kata kunci : Strategi kesalahan ucapan, Seminar usulan skripsi, Penyaji.

Strategi untuk mengatasi kesalahan bicara adalah proses yang sangat penting dalam komunikasi. Ini terjadi karena banyak orang mengalami kesulitan dalam beberapa kondisi yang mengganggu fokus dan konsentrasi mereka dalam komunikasi. Sayangnya, kondisi ini disebabkan oleh pembuatan kesalahan ucapan dalam kondisi tidak sadar. Dalam hal ini, strategi untuk mengatasi kesalahan bicara berdasarkan Levelt (1983) dapat dikenal sebagai jenis perbaikan diri. Kemudian, peneliti menyelidiki strategi yang digunakan oleh presenter seminar proposal skripsi dalam mengatasi kesalahan ucapan mereka yang menggunakan jenis-jenis perbaikan diri.

Selanjutnya, tujuan penelitian ini adalah untuk mengetahui bagaimana strategi penyaji seminar proposal skripsi untuk mengatasi kesalahan bicaranya. Dalam melakukan penelitian ini, peneliti menggunakan metode kualitatif. Pengambilan data dilakukan dengan membuat video proses seminar proposal skripsi di Jurusan Sastra Inggris. Kemudian, peneliti mentranskripsikan percakapan dan mengklasifikasikan ucapan yang berisi perbaikan kesalahan ucapan. Penelitian ini memilih 5 presenter seminar proposal skripsi sebagai subjek penelitian. Selain itu, data dianalisis dengan mengidentifikasi, mengkategorikan, menganalisis, mendiskusikan, dan membuat kesimpulan.

Temuan penelitian ini menunjukkan bahwa presenter seminar proposal skripsi menggunakan ketiga jenis strategi untuk mengatasi kesalahan bicara. Pertama, para penyaji seminar proposal tesis sering menggunakan perbaikan kesalahan sebagai strategi mereka untuk mengatasi kesalahan bicara mereka. Kedua, mereka menggunakan perbaikan kepatutan sebagai strategi mereka untuk mengatasi kesalahan ucapan. Akhirnya, presenter seminar proposal tesis menggunakan perbaikan yang berbeda sebagai alternatif mereka untuk mempertahankan ucapan mereka ketika mereka mendapat kesalahan dalam presentasi.

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CHAPTER I

INTRODUCTION

This chapter discusses about the introduction of present research. It consists of background of the study, research question, objective of the study, significances of the study, scope and limitation, research method and definition of key terms.

1.1 Background of the Study

Strategy to overcome speech errors is crucial process in communication. It occurs because many people get difficulties in several conditions which disturb their focus and concentration in communication. Unfortunately, this condition is caused by producing speech errors in unaware condition. After that, it is added by having nervous, unfocused, uncomfortable situation around of the speaker (Indah, 2011). Then, this condition can influence the process of their communication. It can cause misunderstanding to the hearers and then the speaker loses about the content of their speaking. Furthermore, the speaker can produce morphological, phonological and meaning errors in their speaking. These three errors can decrease the success of communication. Consequently, people need to have effective strategies to overcome their speech errors when they are speaking.

Furthermore, these speech errors phenomena have influenced many conditions of speaker when they present material or speak in front of many people. The example is in presentation which the speaker should communicate spontaneously. Then, many speakers have their own strategies to overcome

their speech errors in presentation. These strategies can help them to continue and support their speaking to be successful. Therefore, in this research, the researcher chooses the strategy to overcome speech errors as the topic of the research.

In this research, the researcher chooses the presenters of thesis proposal seminar in English Letters Department as the subject of the study. Then, in taking this subject, the researcher considers several reasons that can be classified as logic and important aspects. The first reason is the presenters of thesis proposal seminar are the students of English Letters Department that commonly produce some errors in their speaking. Moreover, they produce speech errors when they are in presentation section of thesis proposal seminar that there are audience, examiner and advisor in the forum. In addition, in this thesis proposal seminar, the presenters need spontaneous speech to present their materials. In this case, it is as the cause when the presenters of thesis proposal seminar commonly produce speech errors. Additionally, sometimes the condition around the students does not support the comfort, concentration and focus of presenters. In this case, the phenomena of speech errors easily happen when the students present in a forum.

The second reason of choosing presenters in thesis proposal seminar as the subject of the study is the students of English Letters Department often use English as their language to communicate with others in the class. In this case, they have obligation to always keep their English whenever they are in all English classroom activity. Hence, they use English as their daily language

when they have every English class. Moreover, they use English to communicate with their lecturer, share their idea and presentation. On the other hand, the choosing of students of English Letters department is the suitable choice in order to fulfil in this research as the subjects of research.

The third reason of choosing presenters in thesis proposal seminar as the subject of the study is this thesis proposal seminar is the formal and academic activity. The reason is that thesis proposal seminar is formal event which held by faculty of Humanities in English Letters Department to make sure the acceptable of research in students' last project at university. Additionally, this event is categorized as academic activity because there are audiences who are students of English Letters Department from junior semester. It occurs because these students have obligation from department to attend thesis proposal seminar from twenty presenters in order to get ready their last research project in the future. Hence, the presenters of thesis proposal seminar in English Letters Department are the proper choice of subjects to be investigated in this research which can result the rich and various data in the process of analysis.

Studying of overcoming speech errors is necessary to be investigated. The reason is the students of English Letters Department who are presenters in thesis proposal seminar also need a research that can help them to be more fluency in their speaking. It can increase knowledge of students to learn their strategies to overcome speech errors produced by themselves. Hopefully, by

conducting this research, it can contribute more about strategies in improving the quality of students' speaking without producing a lot of speech errors.

This research focusses on the strategy to overcome speech errors from psycholinguistics field. It happened because this research takes the spontaneous conversation and deals with the strategies to overcome speech errors in thesis proposal seminar as the subject research, then it can include in psycholinguistics field as the discipline study. According to the Perceptual Loop Theory of self-monitoring (Levelt, 1983), the detection of errors in one's own speech is performed in similar ways as error detection in the speech of others, namely by means of the speech comprehension system, where the perceived information is parsed and then transferred to a so-called verbal monitor (Hartsuiker and Kolk, 2001; Oomen and Postma, 2002). Based on the explanation from the researcher, the process of overcoming speech errors is automatically detected by the speaker. It is similar with the process of transferring in detection speech errors by using verbal monitor. Eventually, they automatically overcome speech errors and try to continue the contents of speaking using their own strategies.

Thus, the other researchers said that evidence for an internal monitoring system comes from research showing extremely fast self-corrections for which the external monitoring system would simply be too slow (Levelt, 1989; Blackmer and Mitton, 1991; Hartsuiker and Kolk, 2001). It means that strategies to overcome speech errors are important in the field of research. It occurs because actually self-correction when speech errors comes, is the strategies used by people without any getting instructions from others.

Therefore, this research complete the strategies had by people using explanation using observation from the presenters of thesis proposal seminar in English Letters Department.

1.2 Research Question

Based on the background of the study above, the research question of this research is “How are the strategies to overcome speech errors produced by the presenters of thesis proposal seminar in English Letters Department?”

1.3 Objective of the Study

Related to the research question above, the objective of the study is to describe the strategies to overcome speech errors produced by the presenters of thesis proposal seminar in English Letters Department.

1.4 Scope and Limitation

The scope of this research is discussing the strategies to overcome speech errors produced by the presenters of thesis proposal seminar in English Letters Department. Furthermore, this research uses psycholinguistics as the discipline field to make sure the correctness and appropriateness of the analysis about speech errors. However, this research explores more about the phenomena of strategies to overcome speech errors

The limitation of this research is the research subject. In this case, the researcher observes only 10 students of English Letters Department who present their thesis proposal seminar. Additionally, the researcher chooses the 5

students as research subjects because of the limited time of this research. Also, this research focuses on analysing the strategies to overcome speech errors produced by the presenters of thesis proposal seminar in this English Letters Department. Eventually, this research does not compare the phenomena of strategies to overcome speech errors between or among departments.

1.5 Significances of the Study

The research of strategies to overcome speech errors produced by the presenters of thesis proposal seminar in English Letters Department has several benefits. It can contribute in education field significantly. Specifically, the important benefits of this research are classified into two points.

The first benefit of this research is in theoretical contribution. This research can be the supporting study of applying linguistics using psycholinguistics field. In addition, this research focuses on the strategies to overcome speech errors formulated in speech errors theory. Thus, it can add the colour of psycholinguistics field by its uniqueness in using strategies to overcome speech errors as the topic of this research. Then, it can contribute to complete the several previous studies that take a place in the research of speech errors. It is because this research uses important complement topic that can fill the gap. Therefore, this research can enrich the field of linguistics theoretically.

The second benefit of this research is in practical contribution. This research has crucial position to help the students, next researchers and lecturers in enriching the strategy to overcome speech errors. For the students, this

research can be valid and trusted reference for the students in preparing the thesis proposal seminar. Furthermore, the students can get more information and knowledge in psycholinguistics field specifically about strategies to overcome speech errors. They can enrich their comprehension in the field of speaking skill that cannot be got from other sources. For the next researchers, this research can be the reference about strategies to overcome speech errors as their research topic. For the lecturers, this research can contribute to the materials of speaking class in order to decrease the speech errors produced by the students. In the end, students, next researchers and lecturers can hopefully enhance the knowledge and information about the strategies to overcome speech errors by using this research.

1.6 Definition of Key Terms

The definition of key terms of this research are as the follows:

1. Strategy: A plan of action designed to achieve a long-term or overall aim.
Strategy is important in this part because the topic of this research is about strategies to overcome speech errors produced by presenters of thesis proposal seminar.
2. Speech error: A deviation (conscious or unconscious) from the apparently intended form of an utterance. In this case, speech error is the topic of research, especially strategy to overcome speech errors in psycholinguistics field. The speech error is produced by presenters of thesis proposal seminar in English Letters Department.

3. Thesis proposal seminar: The presentation of research plan of thesis to the examiner, advisor and audience to make sure that the research will be acceptable for the last project as student of university. In this research, thesis proposal seminar is important part because the subjects of the study are presenters of thesis proposal seminar in English Letters Department.

1.7 Previous Studies

Based on the previous studies of overcoming speech errors in speaking of people, six are three previous studies. The first previous study is the research of Levelt (1983). This research is about the monitoring and self-repair in speech. It more discusses about the phases of making self-repair when the speakers produce speech errors at their speech. Additionally, this research elaborates how the speakers try to maintain their utterance in the middle of unpredictable condition which affects their speech utterances. It focuses on analysing the monitoring and self-repair in speech using the theory of Levelt (1983). The purpose of this research is analyse the large corpus of spontaneous self-repair as a step toward developing such a theory. Additionally, it uses descriptive qualitative method to analyse the data in detail. The finding of this research shows that

Secondly, the previous study is the research of Bredart (1991). This research is about the elaboration of word interruption in self-repair of speech errors. This research explores how the process of self-repair of speech errors used and how every type of self-repair overcomes speech errors. Additionally,

the researcher gives the explanation of the types of self-repair as the important part of this research in detail. This research is more discussing about the word interruption in self-repairing. In this case, the researcher focuses on elaborate the process of self-repair of speech errors produced by the speakers. Additionally, the researcher used the theory of Levelt (1983) that stated about the types of repairs which used in this research. Then, the types of self-repairs are appropriate repairs, errors repairs and different message repairs. The purpose of this research is for knowing the reason why the speakers often do not interrupt an erroneous word before self-repairing which is a lack of trouble detection before the end of that word. However, this research uses descriptive qualitative approach to analyse the data in detail. For the subject of this research is French-speaking (mainly Belgian and French) people. The finding of this research is there are 1225 repairs which spontaneously made by the subjects of research. Furthermore, the erroneous word completion is not a real exception to the main interruption rule in speech self-repairing.

Thirdly, the previous study is the research of Postma (2000). This research explores the monitoring models in detecting speech errors. It takes errors result prolonged activation of uncommitted nodes. In this case, it can indicate error awareness in turn. Thus, it uses argumentative for a central perception-based monitor, potentially augmented with a few automatic, production-based error detection devices. This previous study focuses on explaining the monitoring and error detection in speech production. It uses three theory in the process of analysing the data to evaluate the speech

monitoring of this research. These are the theories about perceptual loop theory (Levelt, 1983, 1989), production-based speech monitoring (Laver, 1973, 1980; Schlenk, Huber & Wilmes, 1987), and the node structure theory (NST; MacKay, 1987, 1992a,b). Next, this research uses descriptive qualitative method to analyse the data. The purpose of this research is to elaborate the error detection and monitoring mechanism using three theories and to describe the distinctions among three theories then leading to a more inclusive theory of speech monitoring. The finding of this research is that node structure theory views error detection as a natural outflow of the activation patterns in the node system for speech production. Then, the errors result in prolonged activation of uncommitted nodes, which in turn may incite error awareness. Further, this study prefers in elaborating the speech production of human using intensive monitoring.

Fourthly, the previous study is the research of Ganushchak and Schiller (2010). This research explores about the speech errors of presenters who are asked about the description of a visual network. In this case, the researcher analyses about the error in their speech by listening and describing their speech. This research is about the detection of speech errors in speech of others while listening to the description of a visual network. In addition, the research aims to investigate processing of different types of speech errors. The method of this research is descriptive qualitative approach. The research subjects are thirty students of native Dutch speakers. However, this research uses the theory about the detection of errors in one's own speech which performed in similar ways as

error detection in the speech of others stated by Levelt (1983). The finding of this previous study is that speech is monitored for errors not only during speech production but also during listening to the naturally occurring speech of others. It is supported by explanation that processing erroneous network descriptions elicits different brain potentials than listening to the corresponding correct utterances. Thus, this previous study concerns in the analysis of speech errors deeply because it analyses not only during speech production but also during listening to the naturally occurring speech of others.

Fifthly, the previous study is the research of Anshari (2014). It is about the study of self-repair in speech errors made by the host and guest of Talk Asia Program in CNN TV. This research explores the self-repair used by the speaker in talk show which consists of three parts, those are monitoring and interrupting utterance, editing terms and using repair proper. Then, the research subjects are the host and guest of Talk Asia Program in CNN TV. This research aims to identify the types of self-repair in speech errors and to describe how the host and guest of Talk Asia program repair their speech when they do speech errors. In elaborating the data, the researcher uses descriptive qualitative method and chooses the theory from Levelt (1983) about self-repair. For the finding of this research, the researcher found that there are three types of self-repair used by the host and guest of Talk Asia program. They are editing terms, interrupting the utterances and correction its relation to the original utterance. Also, the host and guest use self-repair because they forget about the utterances which will be delivered in the program.

Sixthly, the previous study is the research of Gauvin et al. (2016). In this research, the researcher explores the detection of speech errors using fMRI. It is kind of detection that uses internal verbal monitoring. This process of monitoring is helped by tool to monitor the errors of people's speaking. This research is about monitoring speech processing by detecting its errors in speech production and perception using an fMRI. The aim of this research is to investigate the internal speech monitoring during production and speech monitoring during perception especially neuronal structures. Also, it aims to distinguish between the current theories of verbal monitoring. This research uses perception based verbal self-monitoring theories as the base to analysing the data. While, the research objects are twenty four participants who being tested by using tongue twister. Otherwise, this research uses quantitative research method in elaborating the data in detail. The finding of this study is that there is suitable in the domain general approach to speech monitoring. Then, internal speech monitoring takes place through detection of conflict between response options which is subsequently resolved by a domain general executive centre. Hence, this study conducts in the effectiveness of using fMRI as the errors detection in speech production.

Based on these six previous studies, this research has different sides that shows the uniqueness of the research. The six previous studies focus on observing the process of speech errors produced by speaker. It consists of using human and tool to monitor the speech errors. However, this research promotes the process of monitoring speech errors by focussing on the strategies of

speaker in overcoming speech errors itself. Therefore, this research can fill the gap among the previous studies that focus on researching strategies to overcome speech errors.

1.8 Research Method

This research method part contains of several steps, such as research design, research subject, data sources, research instrument, data collection, data analysis and definition of key terms.

1.8.1 Research Design

The researcher uses descriptive qualitative research design to analyse the data in detail. By using this approach, the researcher can explore more about the correlation between the topic and subject of research. In addition, it can make sure and clear about the data that need more explanation in the process of analysing. Further, it can also give more systematic analysis that can help the readers to understand the content of this research easily.

The design of this research uses interpretivism design to support descriptive qualitative approach used by the researcher. It is because the researcher interprets the utterances' meaning of strategies to overcome speech errors in order to give more elaboration with the data description. Next, the researcher elaborates the transcription of data to be more valid and trustworthy. This process is going on because the researcher needs to analyse the meaning of the strategy used by the presenters of thesis proposal seminar to overcome their speech errors.

1.8.2 Research Instrument

The researcher used two research instruments in the process of collecting the data, they are non-participant and human instrument. The first instrument is using non participant instrument, such as video and field notes in the process of collecting the data. By using video, the researcher could get the clear, valid, real and trustworthy data based on the condition and situation when the presentation was going on. The next instrument is by using field note to take a note the important process of presentation that are not contained in video. The second instrument is human instrument. In this case, the researcher was as the human instrument to collect the data. The researcher directly took a place in the process of observation.

1.8.3 Research Subject

In this research, the subjects of the research are the presenters of thesis proposal seminar in English Letters Department. The presenters are 5 students who present their research proposal as the requirement in the end process of their study in university. This thesis proposal seminar is categorised as the spontaneous speaking because there are interactions while doing conversation among presenter, examiner, advisor and audiences. Nevertheless, in the reality, the presenters have prepared well about the content of seminar material that will be presented. Additionally, the presentation of thesis proposal seminar is taken when the presenters use English in presenting their proposal and have interaction in the seminar.

Besides, based on the topic chosen by the researcher, this research focuses on speech errors in psycholinguistics field. This topic has close correlation with the research subject because this thesis proposal seminar is a moment that presenters commonly produce the errors in their presentation and question and answer sections. Additionally, this research is interesting enough to be investigated because the thesis proposal seminar is the natural process of conversation. Thus, by studying the subjects, the researcher can get effective and suitable data that can support the process of researching this topic.

1.8.4 Data and Data Sources

For the data and data sources, this research used two kinds of data sources. Firstly, primary data sources is the utterances of presenters in thesis proposal seminar at English Letters Department. Meanwhile, the secondary data sources is the transcript of presenters' presentation in thesis proposal seminar at English Letters Department. Therefore, these kinds of data are very useful to complete this research to be significant and realistic.

1.8.5 Data Collection

In this research, the researcher did several stages to collect the data needed. The first stage is the researcher attended thesis proposal seminar of English Letters Department. The second stage is recording the process of seminar. In this stage, the researcher recorded the seminar by using recorder. The third stage is transcribing the video into text. The last stage is identifying the transcript of thesis proposal presentation to get the data. The data are the

utterances of presenters' presentation that contain the strategies to overcome their speech errors in thesis proposal seminar. The strategies to overcome speech errors produced by the presenters of thesis proposal seminar are identified based on Levelt's (1983) theory.

1.8.6 Data Analysis

The researcher analysed this research using Psycholinguistics field and conducted several stages in analysing this research. The first step is classifying the data in the form of the strategies to overcome speech errors produced by the presenters of thesis proposal seminar by using Levelt's (1983) theory. This process is used to make sure the types of strategies to overcome speech errors produced by the presenters of thesis proposal seminar. The second step is analysing the data that had already been classified based on the strategies of speech errors by using Levelt's theory. This step is strengthened by describing the analysis clearly and in detail. The last step is drawing the conclusion of this research based on the result of analysing data.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the related theories and concepts which have close correlation with the topic. Those are speech errors, the strategies to overcome speech errors, psycholinguistics and previous studies.

2.1 Psycholinguistics

In the process of communication, the hearer and speaker not only need the understanding of meaning each other, but also they need utterance to build the successful conversation (Yule, 2010). Then, in communication, the speakers should consider how they speak and use grammatical appropriately in order to build the successful communication. According to Psycholinguistics discipline, there is Psychology process that can be explained when speakers speak to deliver their utterances to the hearer (Indah, 2011). The example is when there is phenomena, such as speech errors while speakers deliver their speaking to the hearer. This speech error occurs when there is unpredictable and unconventional condition which influence the process of producing and delivering language produced by speakers. Therefore, there is psychological process that decrease the appropriateness of speaking in the case of speech errors phenomena.

Deeply, in the case of Psycholinguistics, there are strategies that can diminish of producing speech errors. It relates to overcome the speech errors produced by speakers. Then, the strategies to overcome speech errors have

significant position in the process of speaking because there is process of maintaining the speaking appropriately without any wrong phonological, morphological and lexical selection words.

Furthermore, this research conducts the phenomena of strategies to overcome speech errors in Psycholinguistics field. Then, the subjects of the research are the presenters of thesis proposal seminar in English Letters Department. Thus, using this Psycholinguistics field, the researcher analyses the process of maintaining the utterances of conversation between speaker and hearer by using strategies to overcome speech errors. Although, when the presentation is going on, there are several speech errors that created before the speakers use their strategies.

Additionally, the use of this Psycholinguistics field considers with the utterances of presenters presentation when the speech errors are overcome. These utterances are supported with the context when the strategies of speech errors are used by the presenters of thesis proposal seminar. However, context is the situation in which the event happens. Then, this research deeply analyses the process of overcoming speech errors by the presenters of thesis proposal seminar and the utterances when the presenters use their strategies.

2.2 Speech Errors and Strategies to Overcome Speech Errors

There are some definitions of speech error provided based on some scholars. It is based on the developmental of several related studies in improving the study about speech error. Speech errors are unintentional

deviations from the target form one intends to produce (Goldrick and Daland, 2007). Sturtevant (1947:38, cited in Fromkin, 1973:217) defines speech error (lapse) as an unintentional linguistic innovation. Speech error has become common phenomena happened among children who have not refined their speech (Indah, 2011). Speech error become the phenomena that usually happened because the unintentional deviations in which having in psycholinguistics field especially language production. Accordingly, speech error is the situation of getting incorrect speaking in several aspects such as phonological, morphological and lexical selection words because the condition around the speakers and the condition of speakers do not support them to have clear speaking.

The concept of speech error can be elaborated into several explanations based on the figures who were done research in this field. The processes of speech production can be divided into those of message generation or conceptualization, formulation, and articulation (Levelt, 1989). A speaker who intends to say *meals on wheels* and instated says *wheels on meals* usually knows that something has gone wrong, as does anyone within earshot. Because of their ready availability, speech errors are rich source of clues to how language production works (Cutler, 1988). The creation of an utterance is a demanding, complex and continuous process, where different components in the mechanism of language production can fail causing speech errors (Kovac and Horga, 2010).

The process of speech production comprises four main activities which proceed in successive order, as follows: (a) conceptualization, that is, planning of the content of the utterance; (b) formulation, which includes grammatical, lexical and phonological encoding; (c) articulation, the phase that represents overt speech, and finally (d) self-monitoring, that includes the verification of the correctness or appropriateness of the produced utterances (Kormos, 2006).

This research focusses on the strategy to overcome speech error using Psycholinguistics field. According to the Perceptual Loop Theory of self-monitoring (Levelt, 1983), the detection of errors in one's own speech is performed in similar ways as error detection in the speech of others, namely by means of the speech comprehension system, where the perceived information is parsed and then transferred to a so-called verbal monitor (Hartsuiker and Kolk, 2001; Oomen and Postma, 2002). Based on the explanation from the researcher, the process of overcoming speech errors is automatically detected by the speaker. It is similar with the process of transferring in detection speech errors by using verbal monitor. Further, they automatically overcome speech errors and try to continue the content of speaking using their own strategies.

Thus, the other researchers said that evidence for an internal monitoring system comes from research showing extremely fast self-corrections for which the external monitoring system would simply be too slow (Levelt, 1989; Blackmer and Mitton, 1991; Hartsuiker and Kolk, 2001). It means that strategies to overcome speech errors is important in the field of research. It occurs because actually self-correction when speech errors comes, is the

strategies that used by people without any getting instructions from others. Therefore, this study will complete the strategies which had by people using explanation using observation from the presenters of thesis proposal seminar in English Letters Department.

2.3 Strategies to Overcome Speech Errors

Strategies to overcome speech errors are crucial process in communication. It occurs because many people get difficulties in several conditions which disturb their focus and concentration in communication. Unfortunately, this condition is caused by creating speech errors in unaware condition. After that, it is added by having nervous, unfocused, uncomfortable situation around of the speaker. Then, this condition can influence the process of their communication. It can cause misunderstanding to the hearers and then the speaker will get confuse about the content of their speaking. Further, the speaker can produce morphological, phonological and meaning errors in their speaking. These three errors can decrease the successful of communication. Consequently, people need to have effective strategies to overcome their speech errors when they are speaking.

Furthermore, this research focusses on the strategy to overcome speech error using psycholinguistics field. According to the Perceptual Loop Theory of self-monitoring (Levelt, 1983), the detection of errors in one's own speech is performed in similar ways as error detection in the speech of others, namely by means of the speech comprehension system, where the perceived

information is parsed and then transferred to a so-called verbal monitor (Hartsuiker and Kolk, 2001; Oomen and Postma, 2002). Based on the explanation from the researcher, the process of overcoming speech errors is automatically detected by the speaker. It is similar with the process of transferring in detection speech errors by using verbal monitor. Further, they automatically overcome speech errors and try to continue the contents of speaking using their own strategies.

In this case, the strategies to overcome speech errors based on Levelt (1983) can be known as the types of self-repair. The first reason is the proses of repairing speech errors using types of self-repair has very close correlation. The reason is because self-repair is used when there is speech errors produced by the speakers. After that, the speakers use self-repair as the way to correct their speech errors. The second reason is all the types of self-repair are the effective materials in order to overcome the speech errors produced by the speakers. However, the strategies to overcome speech errors produced by the presenters of thesis proposal seminar can use the types of self-repair (Levelt, 1983) because they have reasonable correlation each other.

The strategies to overcome speech errors that known as the types of self-repair is divided into three types.

1. Appropriateness Repairs (A Repairs)

This strategy to overcome speech errors is used when the speakers clarify a potential ambiguous reference when they speak. In this case, the

speakers do not really repair errors but adjust speech to the interlocution situation.

1) Ambiguity Reduction Repairs (AA Repairs)

This repair is used by the speakers because they produced sentence or word which indicate ambiguous. Then, the terms used by the speakers are too general and being difficult to be understood.

Example:

a) *I regularly drive my son, **my youngest son** to Embourg.*

b) *. . . with a blue spot, **a blue disc** at the upper end.*

2) Appropriateness Level Repairs (AL Repairs)

This repair is used by the speakers because they produce less appropriate terms in their speaking. Additionally, the level of terms are usually going from a less to a more precise term.

Example:

a) *You know there is lindam there, a product, uh **a pesticide** . . .*

b) *I think that the results, **the first results that we record are good**.*

3) Coherence Repairs (C Repairs)

This repair is used when the speakers conduct to change the sentence or word of their speech because they think that the sentence or word is not coherence. In this case, the sentence or word is not really errors, besides they are indicated as incoherence with the utterance.

Example:

*Sadness for the beaten, **the knocked out anyway.***

4) Repair for Good Language (AGL Repairs)

This repair is used by the speakers when they think to replace the use of terms or expression in their speaking. Actually, the terms and expression are not really errors, but the speakers repair it because either do not fit canonical good language.

Example:

*a) Carine should find resources to reach the tiebreak, sorry the "**jeu ddcisif**".*

*b) He is nothing but a damn fool, **an idiot sorry.***

2. Errors Repairs (E Repairs)

This strategy is used by the speakers to repair the utterance when they get speech errors about the lexical, phonetic, morphological and syntactic errors.

1) Repair to Lexical Errors (EL Repairs)

This repair happens when the speakers produced lexical errors, then they try to repair the speech errors to maintain the utterance.

Example:

*a) Straight on red, or sorry, straight **on black.***

*b) Go then to the wrong . . . , **to the other side.***

2) Repair to Phonetic Errors (EF Repairs)

This repair is used by the speakers when they produced phonetic errors. Furthermore, the speakers conduct to repair the speech errors in order to get understandable utterance.

Example:

- a) A unut , **unit** from the yellow dot.
- b) She is internationo, **internationally** known.

3) Morphological and Syntactic Repairs (ES Repairs)

This repair is used by the speakers when they get morphological and syntactic errors in their speaking. Then, they try to repair the errors to have appropriate utterance.

Example:

*What should have been . . . **what one should have done** is to climb backward.*

3. Different Message Repairs (D Repairs)

This strategy is used to repair the utterance when the speakers get speech errors. Then, the speakers replace the message by the different one.

Example:

- a) Tomorrow you, **uh in addition for this evening** an appointment that I have forgotten . . .
- b) We go straight on or . . . **We come in via red**, go then straight on to green.

CHAPTER III

FINDINGS AND DISCUSSION

This chapter elaborates about finding and discussion of this thesis. Firstly, the researcher explains in detail about the data found during the observation of presenters in thesis proposal seminar at English Letters Department. Secondly, the researcher enlarges the explanation in discussion based on the analysis at the finding.

3.1 Findings

In this finding, the researcher elaborates the data from observation that consists of several points. The first, this finding is supported by the context of the utterance using description in detail. The second, it classifies the strategies used by each presenter of thesis proposal seminar. Finally, it is expanded by analysis of the data got from the utterances of strategies to overcome speech errors produced by presenters of thesis proposal seminar.

Additionally, the researcher explains the data in every classification of strategies to overcome speech errors by Levelt (1983). These strategies to overcome speech errors also can be known as the types of repair that consists of appropriateness, errors and different repairs. However, the explanation is followed by analysis of every datum of thesis proposal seminar. Then, the researcher mentions the initial of presenters name to differ the presenters.

However, this finding is containing 23 data which got from 5 presenters of thesis proposal seminar. The data is classified into three types of strategies to

overcome speech errors. Firstly, there are 3 data which categorised as appropriateness repairs (A repairs). Specifically, all these three data are as ambiguity reduction repairs (AA repairs). Secondly, there are 18 data which categorised as errors repairs (E repairs). This types of strategy contains 11 repairs to lexical errors (EL repairs), 6 repairs to phonetic errors (EF repairs), and 2 morphological and syntactic repairs (ES repairs). Thirdly, there are 2 data which categorised as different message repairs (D repairs).

3.1.1 Appropriateness Repairs (A Repairs)

This repair involves the way to overcome speech errors when the speakers have doubt in their mind about the information to be expressed at a particular moment in their speaking. This doubt consists of ambiguity, coherent, and appropriateness level terminology in their utterance of speaking. Unfortunately, because of their doubt, the speaker can interrupt their speaking in the middle of presentation, add hesitation or insert other words in the middle of sentence and repair immediately to be the correct utterance. Then, this repair can be categorised become four repairs, those are ambiguity reduction repairs (AA repairs), appropriate level repairs (AL repairs), coherence repair (AC repairs) and repairs for good language (AGL repairs).

For the data findings of this appropriateness repairs (A Repairs) are as follow:

Datum 1

*I took this aaa I mean **political speech of Donal Trump**.*

Analysis

The datum above was uttered by the first presenter (WU) of thesis proposal seminar. In this section, the presenter spoke about her research topic in the forum of thesis proposal seminar. She explained about what topic conducted in her thesis. In the beginning, she could explain smoothly. Unfortunately, she continued her speaking with not understandable utterance which impacted ambiguity in her speaking. She used *this* to describe about the topic of her research. After that, the presenter repaired her utterance to be the right one.

Furthermore, the utterance above is classified as appropriateness repairs. The reason is because the speaker used *this* word in her speaking that can affect the meaning of her utterance. The hearer could not catch the real meaning of the presenter's presentation because they did not understand what the meaning of *this* which the presenter meant. It happens because the use of *this* can show others meaning that are not what the presenter means. Fortunately, the presenter could be aware about what she had already spoken before. After that, she tried to overcome her inappropriate utterance by adding *I mean* in the middle of sentence. Then, she continued to repair *this* to be *political speech of Donal Trump* as the appropriate phrase in her presentation.

Meanwhile, the datum above can be categorised as ambiguity reduction repairs (AA repair). The reason is because there is *this* as a general word that creates ambiguity in the sentence. The presenter uttered ambiguity utterance when she wanted to explain about her research topic. Consequently, the hearers could not well

understand the meaning of *this* and what the presenter tries to describe. From that ambiguity sentence, the presenter repaired the word to be *political speech of Donald Trump* as the correct one.

Datum 2

Researcher aaa have conducted in the same build aaa I mean in the CDA area.

Analysis

The datum above was produced by the first speaker (WU) in her thesis proposal seminar. She wanted to explain about the area of her research. Unluckily, she produced the statement which was not understandable. However, it created ambiguity sentence because the hearers did not understand what area of research that the presenter meant. After that, the presenter added *I mean* in the middle of the sentence to repair the wrong statement before. Then, she inserted new statement that could correct the utterance.

The datum is classified as the appropriateness repairs (A repairs). The reason is because there is inappropriate statement that affects the utterance. That is when the presenter stated *in the same build* which can create different meaning than what the presenter means. Also, the hearers could not well understand about the research area of the presenter because of the statement above. In the other hand, the presenter produced *I mean* in the middle of sentence to repair the inappropriate statement. After that, she immediately produced new statement to correct the

utterance. By adding the statement *in the CDA area*, the presenter could repair the wrong statement to be appropriate utterance.

Besides, the datum can be categorised as ambiguity reduction repairs (AA repairs). It happens because the presenter uses the statement that creates ambiguity. The hearers could not well understand when they listen the explanation. The presenter created other meaning when she said *in the same build* to explain about the area of her research. Therefore, there is ambiguity utterance that produced by the presenter. However, the presenter inserted *I mean* in the middle of sentence before repairing her utterance to be *in the CDA area* as appropriate one.

Datum 3

So, from that aaa previous studies aaa I took this topic, I mean aaa power represent ideology.

Analysis

The datum was uttered by the first presenter of thesis proposal seminar (WU). In this section, she wanted to explain the correlation between the topic of her research and the previous studies. She strengthened the argument why she chose the topic of power represent ideology based on the previous studies. Then, in the middle of the sentence, she uttered the sentence which did not contain understandable term. When she said about *I took this topic*, it indicated the inappropriate utterance. Furthermore, the presenter repaired the utterance after producing wrong sentence to be appropriate utterance.

From the datum, we can know that there is appropriateness repairs (A repairs). The appropriateness is found when the presenter produced *I took this topic* sentence. In this case, the presenter expected to explain about the correlation between previous studies and her research. Unfortunately, the sentence is not the real sentence that will be spoken by the presenter. This sentence affected the understanding of hearers about the utterance of presenter. So, the presenter repaired the utterance by adding *I mean* after the wrong sentence. Additionally, she stated *power represent ideology* as the appropriate utterance that expected to be spoken.

Furthermore, the datum is categorised as ambiguity reduction repairs (AA repairs). It occurs because there is ambiguous word that can affect the real meaning of presenter presentation. The presenter stated *topic* word in the sentence of *I took this topic* that affects the utterance. Then, the sentence is categorised as ambiguous sentence. The reason is the hearers cannot well understand what topic that explained by the presenter. Then, the sentence is not understandable enough. However, the presenter tried to repair the inappropriate sentence using *I mean*, then followed by the correct one that is *power represent ideology*.

3.1.2 Errors Repairs (E Repairs)

This repair happens when the speaker creates errors in their speaking. Then, they tries to repair the wrong utterance to be the correct one. The errors can be caused by the errors in lexical, morphological, syntactical and phonetic. Then, because of the errors, the speaker usually interrupts their speaking, adds words or hesitates their speaking and continues to correct the appropriate utterance. Errors

repairs is categorised to be three repairs, those are repairs to lexical errors (EL repairs), repairs to phonetic errors (EF repairs) and morphological and syntactic repairs (ES repairs).

For the data findings of this errors repairs (E Repairs) are as follow:

Datum 1

Just like aaa power relation on Donal Trump political compain and campaign.

Analysis

The datum above was uttered by the first presenter of thesis proposal seminar (WU). In this case, the presenter expected to explain the topic of her research in thesis proposal seminar. Additionally, she chose power relation as the material of her research then used Donal Trump political speech. Unluckily, she produced speech error in the middle of her sentence. She wanted to say *campaign* as the real word in order to complete her utterance. In contrast, she stated another word that is categorised as meaningless in English words. Afterwards, the presenter directly felt the wrong word and repaired to be the correct one.

In the datum above, the first presenter used strategy to overcome speech errors namely errors repairs. As we know that the presenter got wrong in articulating the word in her presentation. She expected to articulate *campaign* in her sentence. Nevertheless, she got speech error and produced meaningless word. Because of this meaningless word, the hearers could not get the true meaning that delivered by the

first presenter. Fortunately, she was aware and improved her inappropriate utterance. She immediately changed *compain* as the wrong word to be *campaign* as the appropriate word.

Meanwhile, the datum is categorised as repairs to phonetic errors (EF repairs). The reason is because there is mistake in articulating a word, than it becomes meaningless word. The mistake is when the presenter said *compain* word to complete her sentence. *Compain* becomes meaningless word because it is phonetic errors produced by the presenter. The correct word is *campaign* but the presenter got wrong in articulating the word. Therefore, the presenter decided to directly repair the phonetic errors to be correct word, then it calls as repairs to phonetic errors (EF repairs).

Datum 2

... and also rhetorical devise and power relation of don't, of Hillary Clinton and Donal Trump presidential debate.

Analysis

The datum above was produced by first presenter of thesis proposal seminar (WU). In that situation, the presenter explained about the rhetorical devise and power relation those were the important points in her thesis. In addition, the sentence that delivered by the presenter is hopefully able to complete the previous explanation about the research subject. However, the presenter got speech errors in articulating *of Hillary Clinton* in the sentence. She produced error word in unaware condition. After that, she tried to directly repair the wrong to be correct sentence.

The datum is classified as errors repairs (E repairs). It occurs because there is error word produced by the presenter. Actually, the presenter expected to state *of Hillary Clinton* as the correct one. Unfortunately, she created mistake and stated *of don't*. Therefore, it affects the real meaning that will be delivered to the hearers. After that, the presenter directly repaired the wrong to be correct word in order to improve the utterance.

In addition, the datum is categorised as repairs to lexical errors (EL repairs). It is strengthened by errors lexical which produced by the presenter during her presentation. The presenter articulated *of Hillary Clinton* to be *of don't* in the datum above. It causes the wrong utterance and the meaning of the sentence is not understandable for the hearers. Actually, the presenter got errors in her presentation because she was wrong in articulating the lexical which was expected to be spoken. Finally, the presenter produced other lexical which is out of the expectation. After that, she immediately repaired the wrong lexical to be the correct one as her expectation.

Datum 3

*That is about critical discourse analysis of social actor present, **represented** by president Donal Trump.*

Analysis

In the utterance above was produced by the second presenter (IA). The presenter explained about the topic of her research. She presented the field of her research which was about social actor using president Donal Trump political

speech. For the beginning, the presenter can brought herself to fluently present the thesis proposal in front of the audiences. On the other hand, she produced wrong word when pronouncing *represented*. Then, she directly repairs the wrong word to be correct word to get the understandable utterance.

The datum is classified as errors repairs (E repairs). It occurs because there is wrong word in the sentence which produced by the presenter. This wrong word is *present* that can affect the utterance and real meaning of the sentence delivered by the presenter. Fortunately, the presenter directly repairs the wrong one to be *represented* as the appropriate one to correct the wrong utterance before.

Besides, the datum above is categorised as repairs to lexical errors (EL repairs). The reason is because the presenter uses wrong word in explaining about her research topic. The presenter utters *present* that is as the wrong word in her sentence. Then, this case is categorised as lexical errors. After that, the presenter directly repairs the lexical errors to be *represented* as the appropriate one.

Datum 4

Critical discourse analysis is aaa I mean social actor representation is important part of critical discourse analysis.

Analysis

The datum was uttered by second speaker of thesis proposal seminar (IA). In this utterance, the presenter aimed to describe about the topic of her research. Actually, she tried to explain about the social actor representation as the direction

of research. Contrarily, the presenter spoke errors utterance which was out of her utterance and expectation. Finally, she added *I mean* to clarify that her utterance before was not appropriate then she spoke correct utterance.

The datum is indicated as errors repairs (E repairs). The reason is there is speech errors in the sentence produced by the presenter. She said the different utterance from her speaking before. Additionally, this condition affects the meaning of utterance which will be delivered to the hearers. After that, the presenter tried to continue the sentence while repair the phrase *critical discourse analysis* to be *social actor representation* as the appropriate one.

Additionally, the datum is categorised as morphological and syntactic repairs (ES repairs). It happens because there is syntactic errors in producing the sentence. In the datum, the presenter created mistake in articulating the phrase. *Critical discourse analysis* in the datum is as the error syntactic because the real phrase is actually *social actor representation*. The presenter got speech errors during her presentation, therefore she articulated the wrong phrase. Nevertheless, the presenter directly initiated to repair the errors by adding *I mean*, then she continued to articulate the appropriate phrase.

Datum 5

*The concept of the representation concerns of how the object of phomenon, **phenomenon** is depicted.*

Analysis

The datum was produced by the second presenter of thesis proposal seminar (IA). In this case, she presented about the concept of representation. This representation had close correlation with topic of her research. Firstly, she could speak fluently without any errors. Nevertheless, she got speech errors in the middle of her sentence when she pronounced *phenomenon*. Then, the presenter immediately repaired the errors to be correct word.

The utterance above is classified as errors repairs (E repairs). The reason is the sentence contains the errors word pronounced by the second presenter. The presenter got speech errors when she expected to say *phenomenon*. Unluckily, she made mistake in pronouncing word. She pronounced *phomenon* that is exactly wrong. However, the presenter did not give up and then she quickly continued to repair the wrong to be correct.

In addition, the datum includes of repairs to phonetic errors (EF repairs). It is strengthened by the speech errors found in the datum. The presenter got phonetic errors when she said *phenomenon*. The structure of word is not true because the word which pronounced by the presenter is to be *phomenon*. This word is as meaningless because of the presenter's speech errors. After that, the presenter was aware about her mistake and directly repair the errors using repairs to phonetic errors (EF repairs).

Datum 6

*Lastly, the twit of president Donal Trump is always contraporary, **contemporary** because he mostly twits the twitter almost every day.*

Analysis

The datum was uttered by the second presenter of thesis proposal seminar (IA). In this case, the presenter tried to explain about the reasons why she chose the subject of research. Additionally, the presenter chose the twits of president Donal Trump as her subject of research. Unluckily, she produced speech errors when pronouncing *contemporary* in the middle of her sentence. It happens when the presenter described about how many times president Donal Trump twits the twitter. Then, she immediately changed to be correct word to repair the utterance.

Thus, this datum is classified as errors repairs (E repairs). The reason is because there is error word when the presenter presented her thesis proposal. The presenter expected to pronounce *contemporary* in the middle of her sentence. Unfortunately, she produced speech errors which contained meaningless word that is *contraporary*. The error word itself affects the meaning of utterance which was delivered by the presenter. Consequently, the sentence cannot be understandable anymore. Next, the presenter was aware about the speech errors and tried to repair using errors repairs (E repairs).

Furthermore, the datum contains the using of repairs to phonetic errors (EF repairs). It happens when the presenter got speech errors in pronouncing *contemporary*. She pronounced *contraporary* which is wrong at the structure of

phonetic word. Then, when the presenter indicated her speech errors, she immediately repaired the wrong phonetic using repairs to phonetic errors (EF repairs).

Datum 7

*He mostly twits the twitter almost every day even he twits aaa three days, three weeks, **three times** in a day.*

Analysis

The second presenter of thesis proposal seminar (IA) uttered the datum above. The datum happens when the presenter explained about the period of Donald Trump in twitting the status in his twitter. As we know that the presenter chose the twits of Donald Trump in twitter in order to be subject research. Besides, the presenter produced speech errors when she conducted to say *three times*. Finally, she tried to repair the wrong word in several times to get the correct term.

Besides, the datum is classified as errors repairs (E repairs). The error is indicated when the presenter produced speech errors in the middle of sentence. The presenter said *three days* and *three weeks* when she wanted to pronounce *three times*. The first time, the presenter was aware that she created speech errors that is *three days*, then she directly tried to repair to be correct word as her wish. Unluckily, she got speech errors for twice and produced *three weeks*. Then, the presenter did not give up to repair the wrong word and then she spoke the correct one that is *three times*.

However, repair to lexical errors (EL repairs) is found in the datum above. In the datum, the presenter was repairing the error word which is lexical errors. This case is stated as repair to lexical errors because there is situation when the presenter gets errors in the choice of lexical word. The presenter got error of lexical twice in order to say *three times* as the period information of her research subject. She pronounced *three days* and *three weeks* which are exactly wrong. Finally, the presenter repaired the correct word after getting errors lexical for twice.

Datum 8

*And the research instrument of this research is that observation non participation which means that the researcher observe passively without parciy, **participating** and activities but watching the subject of the study with knowledge.*

Analysis

The third presenter of thesis proposal seminar (ES) uttered the datum above. The datum happened when the presenter explained about her research instrument at thesis proposal seminar. Then, the presenter tried to give deep description due to she provided the strength of her research. In the beginning, the presenter smoothly described about the observation non participation which was as the instrument of research. Suddenly, she created speech error when she pronounced *participating* in the middle of sentence. Consequently, the presenter repaired the error to be appropriate word.

The datum above contains error repair (E repairs). The repair happens when the presenter of thesis proposal seminar pronounced the meaningless word.

The word is *parciv* which cannot be understood what the real word that will be delivered by the presenter. She should pronounce *participating* as the appropriate word in the sentence. Due to the context and utterance of the sentence do not have understandable enough for the hearers. Then, the presenter could recognise the speech errors and decided to directly repair the error.

Also, the datum is categorised as repairs to phonetic errors (EF repairs). The phonetic error occurs when the presenter of thesis proposal seminar produced meaningless word. The word is *parciv* that produced by the presenter in the middle of the sentence. The word itself affects the real meaning of the sentence. Finally, the presenter was aware and immediately repair the phonetic errors of word to be *participating* as the correct.

Datum 9

*This research was conducted to know, to know how the accuracy of news from machine translation why, **while** translating the caption or the text in Instagram.*

Analysis

The datum was uttered by the third presenter of thesis proposal seminar (ES). In this case, the presenter purposed to give understanding about the aims of her research to the hearers. She presented in detail about the accuracy of Instagram machine translation as the aim of the research. In the first time, the presenter was able to fluently explain the content of presentation. Nevertheless, the presenter produced speech errors when she wanted to correlate the first sentence to the

second. She got error for pronouncing *while*, then produced another different word. From that, the presenter repaired the error word to be appropriate word as soon as possible.

The datum above indicates that there is error repair (E repairs). The reason is because there is speech errors in the sentence above. Then, the presenter conducted to repair the errors to be appropriate word. Additionally, the presenter pronounced another word which was not the appropriate word that would be explained in the presentation. The presenter suddenly pronounced *why* in the middle of sentence. However, that word was another word which affected the meaning and utterance of the sentence. Then, the presenter tried to repair the error word to be *while* as the right word in her sentence.

In addition, the second presenter conducted repairs to lexical errors (EL repairs) in the datum above. It happens because there is process of errors in using the lexical. Then, the presenter tried the best way to directly repair the errors word to be correct one. In the process, the presenter pronounced *why* word in her sentence. Unfortunately, that word was not the real word that she would pronounce. The presenter got speech errors because the condition around her affected the presentation. After that, the presenter could be aware the speech errors specifically getting wrong in pronouncing the lexical. Furthermore, she immediately repaired the error word to be *while* as the appropriate word.

Datum 10

*And then, objectives of the study is to iden, **to identify** the types of errors found in machine Instagram translation based on the theory.*

Analysis

The datum was uttered by the third presenter (ES). In this occasion, the presenter conducted to explain about the objectives of the research. She elaborated the part of her research which is as the focus of objective study. Firstly, the presenter could present fluently and understandably. In the following time, she got speech errors when she tried to pronounce *identify*. The presenter produced unknowing word which could not be understood well by the hearer. Fortunately, she was aware about the speech errors and directly repaired the errors to be the correct word.

The third presenter used errors repairs (E repairs) as the way to overcome her speech errors. She produced speech errors in the middle of her speech. The word which produced by the presenter is *to iden* that could not be known what the real meaning is. That word does not have correlation with the explanation of the presenter before. Additionally, by producing the error word, the utterance of the presenter's presentation could be affected and the hearer could not caught the real meaning of her message. After that, the presenter could realize the errors and immediately repair the errors word to be *to identify*. She used errors repairs as the way to overcome her speech errors to pronounce the word.

Next, the third presented used repairs to phonetic errors (EF repairs) to maintain the utterance of her presentation. The reason is because there is error word which classified as phonetic error. The presenter pronounced the error when she conducted to say *to identify*. Nevertheless, she produced wrong phonetic word that is *to iden*. As we know, the word that produced by the presenter does not have the

meaning and that is phonetically wrong. Therefore, after getting speech errors, the presenter could directly aware her mistake and repaired the error using EF repairs.

Datum 11

*As we know that politeness is universal, **universal**.*

Analysis

The fourth presenter (HA) uttered the datum above at her thesis proposal seminar. From the datum, the presenter was indicated producing speech errors when he expected to present about the topic of his research. As we know that his research topic is about politeness strategies. Then, for the first time, he explained about the politeness. Furthermore, in the way he presented the content, he got trouble and then produced speech errors. The presenter conducted to pronounce *universal* as the appropriate word. Unluckily, he produced another word which had unknowing meaning and utterance. The hearers could not catch the real utterance of his presentation. So that, when the presenter was aware about the speech errors, he immediately repaired the errors to be appropriate word.

The presenter of thesis proposal seminar used errors repairs (E repairs) as the strategy to overcome her speech errors. It happens because she produced speech errors in her presentation. The presenter pronounced unmeaning word that is *universal*. The utterance of her presentation was affected because the hearer also could understand well what actually the presenter meant. Besides, the presenter did not give up when she produced the speech errors. She tried to repair the errors of

word to be correct word. Finally, the presenter decided to use errors repairs as the strategy to overcome her speech errors. She repaired the errors word to be *universal* as the appropriate word.

Furthermore, repairs to phonetic errors (EF repairs) was used by the fourth presenter in her presentation. The reason is because the presenter got speech errors especially phonetic errors. The presenter phonetic errors occurs when she pronounced wrong word that is *universal*. Actually, the presenter tried to pronounce *universal* as the appropriate word. Unluckily, she was in trouble to pronounce the word, and then she produced another word that was phonetically wrong. However, the presenter did not end the presentation at that situation. She could directly get the solution that was repairing the errors word that indicated as repairs to phonetic errors (EF repairs).

Datum 12

*That it can be obvert, **observed** as the phenomenon in old culture.*

Analysis

The datum was produced by the fourth presenter of thesis proposal seminar (HA). In this context, the presenter tried to explain about the concept of observation at his research. He expected to deliver the phenomenon for doing observation of research. Firstly, the fourth presenter could clearly present the utterance. Nevertheless, he produced speech errors which had different meaning with the real

meaning that expected to be said by the presenter. Then, he could recognise the error word and repaired to be *observed* as the appropriate.

The presenter of thesis proposal seminar used errors repairs (EF repairs) as the strategy to overcome his speech errors. In his presentation, he got trouble in pronouncing a word that is *observed*. After that, he produced another different word that is *obvert*. The word has almost similar with the appropriate word in order in the way to pronounce. Nevertheless, these two words are officially different in the meaning context. Then, the presenter was categorised in producing speech errors. Furthermore, the presenter immediately realized his errors and tried to repair the error word using EF repairs as the strategy to overcome the speech errors.

Then, the fourth presenter used repairs to lexical errors (EL repairs). The evidence is when the presenter produced wrong word in order to complete his presentation. He produced *obvert* word in the sentence. On the other hand, that word is not the correct word although this word is true in phonetic structure. Actually, the presenter tried to pronounce *observed* as the true word in sentence, but he accidentally pronounced error word. Then, he directly repaired the error word at a few moment after he pronounced error word.

Datum 13

*People have to understand about the context to create their communication successfully aaa and then in other hand the researcher the act, **in other hand aaa there are many words** and sentences aaa in language that cannot be understood directly without understanding the context such as . . .*

Analysis

The datum was uttered by the fourth presenter (HA) of thesis proposal seminar. In this occasion, the presenter tried to explain about the context which was as the important point in his research. He elaborated the correlation between context and communication in detail. Then, how the people should understand well about the use of context in their communication. Nevertheless, the presenter got trouble when he produced the phrase in the middle of sentence. He produced speech errors when he expected to say *in other hand, there are many words*. The presenter pronounced other words which had not correlation with the content of his presentation. After that, he could be aware the error, then tried to repair to be appropriateness words.

The presenter of thesis proposal seminar conducted in using errors repairs (EF repairs) to overcome his speech errors. It happens when the presenter got speech errors in the presentation. The presenter expected to pronounce *in other hand, there are many words*. Unfortunately, he got trouble and then pronounce other sentence that is *in other hand the researcher the act*. The error sentence itself is not wrong in the case of English words. Nevertheless, the correlation between the error sentence and the sentence before are too different. Likewise, the meaning of the utterance is not stable enough. Then, the presenter immediately chose to repair the errors to be appropriate sentence after realizing the speech errors. Consequently, the way of presenter repaired the error sentence is categorised as errors repairs (EF repairs).

Furthermore, the presenter of thesis proposal used morphological and syntactic repairs (ES repairs) in order to overcome their speech errors. It occurs because there is morphological and syntactic errors in the sentence produced by the presenter. The presenter pronounced *in other hand the researcher the act* in the middle of his sentence for completing the utterance. He should pronounced *in other hand there are many words* as the appropriate sentence. Unfortunately, the sentence is not true enough for correlating the before and next utterance. Although, the sentence produced by the presenter is not wrong in the case of meaning and English terms. After that, the presenter could be aware about his mistake and conducted to repair the error using morphological and syntactic repairs.

Datum 14

*Therefore, in order to understand an arrangement of utterance, reader to list, **reader or listener** should be able to add the defend the context or utterance.*

Analysis

The fourth presenter (HA) uttered the datum above at his thesis proposal seminar. In this context, the presenter delivered the important part of his research. He presented about utterance which has crucial correlation with the communication between the reader and listener. Then, the presenter smoothly presented his material in the beginning sentence. In the following time, he got speech errors when he conducted to say *reader or listener*. The presenter pronounced another word which has far meaning with the appropriate word. Additionally, this speech errors also

affected the utterance of his sentence. Fortunately, the presenter could be aware his speech errors and immediately did repairing of speech errors.

The datum above is categorised of containing errors repairs (EF repairs). The reason is because the presenter used error repairs in order to maintain the context of his sentence at presentation. He produced errors when he conducted to pronounce *reader or listener*. Besides, he pronounced another word which had not close correlation with the utterance before. The presenter pronounced *reader to list* at his sentence. However, realizing his speech errors, the presenter conducted in using strategy to overcome speech errors in order to get the appropriate utterance. He repaired his speech errors using errors repairs (EF repairs) and pronounce the appropriate words.

In addition, the presenter is categorised in using repairs to lexical errors (EL repairs). The reason is because there is error of lexical when the presenter conducted in pronouncing *reader or listener*. The presenter pronounced another words that is *reader to list* which is wrong word in order to completing the utterance before. The words are categorised as errors although it is true based on the English terms and meaning. Finally, after producing speech errors, the presenter chose an alternative strategy in order to maintain the appropriate utterance. He repaired the speech errors which categorised as lexical errors to be appropriate sentence and utterance.

Datum 15

*So slogan is, advertisement is is, **slogan in advertisement** is a form of communication that consist of information and idea about the product.*

Analysis

The fifth presenter (AM) uttered the datum above in thesis proposal seminar. The context of datum happens when the presenter explained about the definition of slogan advertisement. Unfortunately, he produced speech errors when the presentation was going on. The presenter expected to pronounce *slogan in advertisement* as the appropriate subject in his sentence. Besides, he pronounced other word which indicated wrong. The presenter tried to repair the error twice because he produced speech errors again after repairing the word. After that, the presenter could repair the error to be appropriate utterance.

The errors repairs (E repairs) was used in the datum above. It happens because the presenter produced speech errors when he conducted in pronouncing *slogan in advertisement*. In the reality, the presenter pronounced other different word that is *slogan* in the first time. After that, the presenter repaired the errors but he could not appropriately pronounce the word. Finally, he produced the speech errors twice that is *advertisement*. Realizing the speech errors which continuously made by the presenter, then he tried to solve the problem by repairing the errors. Furthermore, the presenter could repair the error word to be appropriate using strategy of error repairs.

On the other hand, the datum above is containing repairs to lexical errors (EL repairs). It happens because the presenter produced error of lexical in his presentation. In the expectation of presenter, he wanted to pronounce *slogan in advertisement* as the appropriate word. Unfortunately, he got speech errors and

produced word twice those are *slogan* and *advertisement*. These two words are not wrong in the case of English term and meaning. Besides, these words are wrong because it does have correlation with the explanation of the presenter before. Consequently, the presenter conducted to repair the lexical errors to be appropriate which this process is called as repairs to lexical errors (EL repairs).

Datum 16

*That cigarettes slogan often use aaa cigar **cigarettes advertisement** often use a slogan that intentionally used by producer in order to achieve the message.*

Analysis

The datum was uttered by the fifth presenter (AM) of thesis proposal seminar. In this case, the presenter conducted to present about the research object. In the fact, he tried to explain more about cigarettes advertisement that often used by the cigarettes because of several purposes. However, the presenter got trouble in pronouncing *cigarettes advertisement* as the subject of sentence. He pronounced another word which had other meaning, context and utterance. In addition, the speech error affected the understanding of hearers about what the presenter would be actually presented. Furthermore, the presenter was directly aware about the speech errors and tried to repair to be appropriate words.

The errors repairs (E repairs) is found in the datum above. The reason is because the presenter of thesis proposal seminar had the process of repairing the errors word in his presentation. The presenter pronounced *cigarettes slogan* in his presentation. In the fact, that term is not appropriate in order to complete the

utterance of his presentation. The words are categorised as error although it is true in the case of meaning and English term. After that, the presenter repaired the speech errors to be *cigarettes advertisement* as the appropriate words.

Furthermore, the datum of fifth presenter also contains repairs to lexical errors (EL repairs). It happens because the presenter got lexical errors in his presentation, and then he tried to repair the speech errors. Specifically, the presenter got trouble in producing the lexical. He pronounced the other lexical which was out of the context of the presentation. He should produce *cigarettes advertisement* as the appropriate words. Unfortunately, he produced *cigarettes slogan* in his sentence. Then, the words are categorised as speech errors because it is lexical errors. Realizing the speech errors, the presenter immediately repaired the speech errors to get the understandable utterance.

Datum 17

*The uniqueness of the language in cigarettes slogan is that aaa for for, **from** the its choice of word and from the its meaning.*

Analysis

The fifth presenter (AM) produced the datum above in thesis proposal seminar. The context of the datum happens when the presenter purposed to present about the research object. Specifically, he explained about the uniqueness of language in cigarettes slogan as the research object. Nevertheless, the presenter got trouble in pronouncing a word *from* in the middle of sentence. Finally, he produced

speech errors because the presenter pronounced another different word. Additionally, by producing speech errors, the utterance of sentence changed because the meaning was affected by the error word. Luckily, the presenter could recognise the errors quickly and tried to immediately repair the errors word to be appropriate.

The datum above is containing the use of errors repairs (E repairs). The reason is because the presenter created mistake in pronouncing word when the presentation was running. The presenter should pronounce *from* to correlate his sentence before to the next sentence. Unluckily, he got trouble and pronounce *for* with adding repetition. The word is not wrong from the meaning and language term. However, the meaning of the utterance is affected and the meaning of sentence is different enough. Next, the presenter could realize the speech errors and tried to solve the problem by repairing the errors word to be appropriate.

Additionally, repairs to lexical errors (EL repairs) also conducted by the fifth presenter. The reason is because the speech errors of presenter is categorised as lexical errors. It occurs because there is process of fault in pronouncing word. Then, the presenter finally produced speech errors in his presentation. However, the presenter did not give up from the errors condition. He decided to use another alternative in order to correct the utterance. Consequently, the presenter directly repaired the errors lexical to be appropriate word.

Datum 18

*And then the meaning that appear in cigarettes slogan also show the unique its meaning, **in this meaning** even the slogan show do not aaa do not show aaa the way how to smoke.*

Analysis

The datum was uttered by the fifth presenter of thesis proposal seminar. He expected to describe cigarettes slogan as his research object. Then, the presenter provided the strength of the research object as best choice in his research. On the other hand, when he presented the material, the presenter produced speech errors. He should pronounce *in this meaning* as the appropriate words in his sentence. Besides, the presenter pronounced another which affected the meaning of his utterance. Fortunately, the presenter could control that he just produced speech errors and did repairing as fast as possible to correct the wrong one.

The errors repairs (E repairs) happens in the datum above. The reason is because the presenter created speech errors and then he conducted to repair it. The errors happens when the presenter wanted to pronounce *in this morning* as the information of time in his sentence. Nevertheless, the presenter produced another word that is *its morning*. As we know that the word actually is not wrong in the case of meaning and English terms. In the fact, the word cannot be correlated to both previous and next sentence because the meaning is different with the appropriate word. Finally, after realizing the speech errors which happened, the presenter conducted to directly repair the errors word to be appropriate word.

Furthermore, repairs to lexical errors (EL repairs) also found in the datum above. The reason is because speech errors of fifth presenter is classified as lexical errors. The presenter got trouble in pronouncing the word and then he produced another different word which did not have correlation with the previous sentence in the presentation. In addition, the word *in this morning* as the appropriate word was changed to be *its morning*. In the following time, the presenter realized the lexical errors in his sentence, and then he repaired the errors word. Therefore, the process of repairing speech errors called as repairs to lexical errors (EF repairs).

3.1.3 Different Message Repairs (D Repairs)

This category of repair happens when the message is replaced by a different one from the message before. The reason is because the speakers change their mind in using the statement or utterance that has already produced before. The speakers think that they better express another messages than the one they is currently formulating. While speaking, the speakers realize that another arrangement of message will be easier or more effective to be used in their speaking.

For the data findings of this different message repairs (D Repairs) are as follow:

Datum 1

*And I will, **I hope** that this study may be able to become additional reference of machine translation in English Department.*

Analysis

The datum was produced by the third presenter of thesis proposal seminar (ES). The utterance happens when the presenter explained about her research significances. In the beginning, she spoke *and I will* in order to describe the purpose of her research. Unfortunately, the presenter thought that the message was not better enough to be used in this sentence. Then, she directly changed the sentence to be *I hope* that was different with the message before.

This datum is classified as different message repair (D repairs). It happens because there is message changing in the speaking process. The first time, the presenter used *I will* to explain about her research in thesis proposal seminar. However, the presenter changed her mind and thought to use another sentence. Then, the presenter immediately changed the sentence to be *I hope* and then continues her sentence smoothly. In this case, the presenter repaired the current message using different message that she thought better to be used.

Datum 2

*In the case of conversation, the speaker aaa and the hearer choose the strategies to to keep, **to have** polite conversation.*

Analysis

The datum was stated by the fourth presenter of thesis proposal seminar (HA). The presenter explained about polite conversation in his research. Unfortunately, he produced speech errors when he wanted to say *to have*. He said

another word that is *to keep* which could deliver of the real meaning. After that, he quickly repaired the errors to be correct utterance.

In the datum, the sentence contains different message repair (D repairs). It happens because there is changing sentence which is different enough with the sentence before. In this datum, the presenter did self-repair of speech errors especially different message repair. He repaired the word *to keep* as the wrong that could affect the meaning of utterance to the hearers. Then, the presenter repaired to be *to have* as the appropriate word in the sentence.

3.2 Discussion

In this discussion, the researcher conducts to discuss more about answering the research question of this research. As we know that the research question of this research is how are the strategies to overcome speech errors produced by the presenters of thesis proposal seminar in English Letters Department? The explanations of this discussion based on the findings at the previous part of this research.

From the findings, the researcher found 23 data of repairing speech errors which produced by 5 presenters of thesis proposal seminar. Then, the researcher classified the data based on the concept of strategies to overcome speech errors or also known as the types of self-repair proposed by Levelt (1983). However, the data are divided into three kinds of strategies to overcome speech errors as the explanations in the chapter 2 those are appropriateness repairs, errors repairs and different message repairs. In addition, the presenters of thesis proposal seminar used

all these three strategies in order to overcome their speech errors at their presentation.

Firstly, there are 3 data which classified as appropriateness repairs (A repairs). This strategy to overcome speech errors is the second strategy which mostly used by the presenters of thesis proposal seminar. In addition, all the data are categorised as ambiguity reduction repairs (AA repairs). It indicates that most of presenters got difficult in the way they avoided speech errors especially ambiguity of sentence. The presenters often produced general words which cannot be easily understood by the hearers, in order to explain their presentation content. Consequently, the presenters chose to repair their speech errors using ambiguity reduction repairs.

Secondly, there are 18 data which classified as errors repairs (E repairs). This strategy to overcome speech error is as the most frequently used by the presenter of thesis proposal seminar. It happens because the presenters often produced speech errors about the lexical, phonetic, morphological and syntactic. Additionally, in this type strategy, there are 11 data which categorised as repairs to lexical errors (EL repairs). From that data, the presenters are known often getting wrong when they conducted to pronounce words. They frequently produced other different words which do not have close correlation with their previous explanation. Therefore, the presenters mostly found using repairs to lexical errors.

Furthermore, there are 6 data which categorised as repairs to phonetic errors (EF repairs). It indicates that there are several conditions which make the presenters

got phonetic errors when they pronounced the words in the presentation. The cause can be unpredicted condition, nervous and so on. From that situations, the presenters took the best alternative strategy that is repair the phonetic errors in order to maintain the utterance which delivered to the hearers.

The next is there are 2 data which categorised as morphological and syntactic repairs (ES repairs). This repairs is the rarely found in this type of strategy to overcome speech errors. The presenters seldom produced morphological and syntactic errors in the presentation. They only produced speech errors about morphological and syntactic in two places. Then, the presenters could immediately repair the errors to be appropriate words.

Thirdly, there are 2 data which classified as different message repairs (D repairs). This strategy to overcome speech errors is the most rarely used by the presenter of thesis proposal seminar. The presenters only produced the errors in two places. Then, they repaired the speech errors, and then the process is called as different message repairs.

Based on the explanation above, the presenters of thesis proposal seminar used all of three strategies to overcome speech errors. Then, the errors repairs (E repairs) is as the most used by the presenter. The following strategy is appropriateness repairs (A repairs) as the strategy to overcome speech errors. The last is different message repairs (D repairs) as the rarely used by the presenter of thesis proposal seminar in order to maintain their utterance in the middle of their speech errors.

CHAPTER IV

CONCLUSION AND SUGGESTION

In this chapter, the researcher provides the result of the research as the conclusion based on the finding and discussion at previous chapter. Additionally, there is suggestion as the way of researcher to suggest the next researcher in order to have more improvement about the field of this research.

4.1 Conclusion

The researcher concludes that there are three strategies to overcome speech errors also known as the types of self-repair which used by the presenters of thesis proposal seminar. These three strategies are appropriateness errors (A repairs), errors repairs (E repairs) and different message repairs (D repairs). These three classifications are based on the concept of strategies to overcome speech errors also known as the types of self-repair which proposed by Levelt (1983).

In detail, there are 23 data which taken from 5 presenters of thesis proposal seminar in English Letters Department. The first is there are 3 data which are as appropriateness repairs (A repairs). Additionally, all these three data are as ambiguity reduction repairs (AA repairs). The second is there are 18 data which categorised as errors repairs (E repairs). This types of strategy contains 11 repairs to lexical errors (EL repairs), 6 repairs to phonetic errors (EF repairs), and 2 morphological and syntactic repairs (ES repairs). The third is there are 2 data which categorised as different message repairs (D repairs).

Therefore, the researcher concludes that the errors repairs (E repairs) is the most frequently used by the presenters of thesis proposal seminar. Then, the next is appropriateness repairs (A repairs) as the second alternative strategy of presenters in order to overcome their speech errors. For the last is different message repairs (D message) as the most rarely strategy which used by the presenters of thesis proposal seminar in English Letters Department.

4.2 Suggestion

For suggestion, the researcher fully hope that will be many the next researchers who will conduct this researcher theme. Furthermore, the next researcher can hopefully elaborate, classify, discuss and analysis the next research in more detail and appropriate. Additionally, these next researchers can hopefully find the uniqueness of this theme that can complete the field of psycholinguistics especially about speech errors. Then, they can hopefully combine the concept of among last theory, the newest theory and the newest phenomena of language for having influential and beneficial research in the future.

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APPENDIXES

No	Utterance	Context	Types of Repairs
1.	I took <i>this</i> aaa <u>I mean</u> political speech of Donal Trump.	The presenter delivers about the subject of research which she chose, but she unfortunately speaks different utterance then she repairs her speaking.	Appropriateness Repair (ambiguity reduction repair / AA repairs)
2.	Researcher aaa have conducted <i>in the same build</i> aaa <u>I mean</u> in the CDA area.	In this datum, the presenter tries to explain about the area of her research. However, she produces the general utterance which is difficult to be understood by hearers. Then, she repairs the sentence by adding <i>I mean</i> .	Appropriateness Repair (ambiguity reduction repair / AA repairs)
3.	Just like aaa power relation on Donal Trump political <i>compain</i> and <i>campaign</i>.	The presenter explains about the power relation of president Donal Trump. In unexpected condition, she pronounces wrong word which is unmeaning. After that, she continues to pronounce correct word as her wish in presentation.	Error Repair (repairs to phonetic errors / EF repairs)
4.	. . . and also rhetorical devise and power relation <i>of don't, of Hillary Clinton</i> and Donal Trump presidential debate.	In this utterance, the presenter explains about the rhetorical devise and power relation. However, she pronounces speech errors in the middle of her presentation. It affects the meaning of her presentation	Error Repair (repairs to lexical errors / EL repairs)

		utterance. So, she immediately pronounces the correct words.	
5.	So, from that aaa previous studies aaa I took <i>this topic</i> , <u>I mean</u> aaa power represent ideology.	The presenter delivers about the correlation between previous study and her research. In the fact, she speaks too general in the point that cannot be understood well by hearers. Hence, she adds <i>I mean</i> in the middle of sentence then speaks the correct one.	Appropriateness Repair (ambiguity reduction repair / AA repairs)
6.	That is about critical discourse analysis of social actor <i>present</i> , represented by president Donal Trump.	In this utterance, the presenter explains about the topic of her research. She produces wrong word in pronouncing <i>represented</i> . On the other hand, she directly repairs the wrong word to be correct word.	Error Repair (repairs to lexical errors / EL repairs)
7.	<i>Critical discourse analysis</i> is aaa <u>I mean</u> social actor representation is important part of critical discourse analysis.	In this utterance, the presenter speaks errors utterance which is out of her prediction. She says <i>critical discourse analysis</i> while she wants to describe about social actor representation. Finally, she adds <i>I mean</i> to clarify that her utterance before is not appropriate then she speaks correct utterance.	Error Repair (morphological and syntactic repairs / ES repairs)
8.	The concept of the representation concerns of how the object of	The presenter wants to explain the concept of representation. Nevertheless, she produces speech errors	Error Repair

	<i>phomenon</i> , <i>phenomenon</i> is depicted.	in pronouncing <i>phenomenon</i> . Besides, the presenter quickly changes the wrong word to be appropriate one.	(repairs to phonetic errors / EF repairs)
9.	Lastly, the twit of president Donal Trump is always <i>contraporary</i> , <i>contemporary</i> because he mostly twits the twitter almost every day.	For this utterance, the presenter produces speech errors in pronouncing <i>contemporary</i> . It happens in the middle of her description about how many times president Donal Trump twits the twitter. Then, she immediately changes to be correct word to repair the utterance.	Error Repair (repairs to phonetic errors / EF repairs)
10.	He mostly twits the twitter almost every day even he twits aaa <i>three days</i> , <i>three weeks</i> , <i>three times</i> in a day.	The presenter aims to explain about how many times president Donal Trump twits the twitter. Unfortunately, she gets errors in saying <i>three times</i> in her sentence. In the end, she quickly changes the errors to be correct one.	Error Repair (repairs to lexical errors / EL repairs)
11.	And the research instrument of this research is that observation non participation which means that the researcher observe passively without <i>parciv</i> , <i>participating</i> and activities but watching the subject of the study with knowledge.	In this utterance, the presenter explains about her research instrument. Nevertheless, in the middle of sentence, she pronounces error word. Then, she repairs the error word to be correct word in order to build understandable utterance to the hearers.	Error Repair (repairs to phonetic errors / EF repairs)

12.	This research was conducted to know, to know how the accuracy of news from machine translation <i>why</i> , <i>while</i> translating the caption or the text in Instagram.	The presenter aims to present the purpose of her research. In unexpected condition, she produces wrong word that creates different utterance. However, she immediately repairs the wrong word to be correct one.	Error Repair (repairs to lexical errors / EL repairs)
13.	And then, objectives of the study is <i>to iden</i> , <i>to identify</i> the types of errors found in machine Instagram translation based on the theory.	In this utterance, she gets speech errors in the middle of her explanation when she wants to explain about her objective of the study. She directly repairs the wrong word <i>to iden</i> to be <i>to identify</i> as the correct one.	Error Repair (repairs to phonetic errors / EF repairs)
14.	And <i>I will</i> , <i>I hope</i> that this study may be able to become additional reference of machine translation in English Department.	The presenter presents about her expectation about her research. In the beginning of the sentence, she produces errors sentence which is out of her expectation in her speaking. Then, she repairs her sentence to be correct and understandable.	Different Repair
15.	In the case of conversation, the speaker aaa and the hearer choose the strategies to <i>to keep</i> , <i>to have</i> polite conversation.	The presenter explains about polite conversation in his research. Unfortunately, he produces speech errors when he wants to say <i>to have</i> . After that, he quickly repairs the errors to be correct utterance.	Different Repair

16.	As we know that politeness is <i>universal</i> , <i>universal</i> .	In this utterance, the presenter talks about politeness in his research. However, he is wrong in pronouncing the word <i>universal</i> then it utters different meaning. Besides, he directly repairs the wrong to be correct word.	Error Repair (repairs to phonetic errors / EF repairs)
17.	That it can be <i>obvert</i> , <i>observed</i> as the phenomenon in old culture.	The presenter presents his research especially about phenomenon in old culture. Unfortunately, he gets errors in producing word <i>observed</i> in the middle of the sentence. After that, the presenter repairs the wrong word to be correct.	Error Repair (repairs to lexical errors / EL repairs)
18.	People have to understand about the context to create their communication successfully aaa and then <i>in other hand the researcher the act</i> , <i>in other hand aaa there are many words</i> and sentences aaa in language that cannot be understood directly without understanding the context such as . . .	In this utterance, the presenter wants to explain about the context of communication in his research. Nevertheless, he says wrong phrases that affects the utterance of the sentence. Finally, he immediately changes the wrong phrases being correct one to repair the utterance.	Error Repair (morphological and syntactic repairs / ES repairs)

19.	Therefore, in order to understand a ranchmen of utterance, <i>reader to list</i> , <i>reader or listener</i> should be able to add the defend the context or utterance.	The context of this utterance is when the presenter describes the ranchmen of utterance of his research. On the other hand, he creates different phrases which affects the utterance. Then, he directly repairs the phrase to be correct utterance.	Error Repair (repairs to lexical errors / EL repairs)
20.	So <i>slogan is</i> , <i>advertisement is is</i> , <i>slogan in advertisement</i> is a form of communication that consist of information and idea about the product.	In this utterance, the presenter wants to explain about slogan in advertisement. Unfortunately, he speaks wrong words those are <i>slogan is</i> and <i>advertisement is</i> . Besides, he immediately corrects the wrong word to repair the wrong utterance.	Error Repair (repairs to lexical errors / EL repairs)
21.	That <i>cigarettes slogan</i> often use <i>aaa</i> cigar <i>cigarettes advertisement</i> often use a slogan that intentionally used by producer in order to achieve the message.	The presenter actually wants to explain about cigarettes advertisement, but he gets error and produces wrong phrase which is <i>cigarettes slogan</i> . After that, he adds <i>aaa</i> after error word then speaks the correct word to repair the utterance.	Error Repair (repairs to lexical errors / EL repairs)
22.	The uniqueness of the language in cigarettes slogan is that <i>aaa</i> for <i>for</i> , <i>from</i> the its choice of word and from the its meaning.	The presenter presents about the uniqueness of language in cigarettes slogan. In the middle of his sentence, he gets speech errors in producing <i>from</i> . Then, he repairs the word to be correct in fast period.	Error Repair (repairs to lexical errors / EL repairs)

23.	And then the meaning that appear in cigarettes slogan also show the unique <i>its meaning</i> , <i>in this meaning</i> even the slogan show do not aaa do not show aaa the way how to smoke.	In this case, the presenter explains about the meaning of cigarette slogan. Unfortunately, he produces speech errors when he wants to say <i>in this meaning</i> . After that, he directly repairs the sentence to be correct.	Error Repair (repairs to lexical errors / EL repairs)
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