

SPEECH ERRORS IN A TALK SHOW PROGRAM OF METRO TV FACE TO FACE WITH DESI ANWAR BROADCASTED IN JANUARY TO JUNE 2012

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ABSTRAK

Penelitian ini mengkaji jenis kesalahan wicara, frekuensi setiap jenis kesalahan wicara, kesalahan wicara yang dominan, dan sumber-sumber kesalahan wicara dalam program talk show Metro TV Face to Face dengan Desi Anwar disiarkan pada bulan Januari-Juni 2012. Penelitian ini berupa penelitian deskriptif interpretatif. Datanya adalah ujaran yang mengandung kesalahan yang dihasilkan oleh pembicara tamu. Metode pengumpulan data adalah dokumentasi. Metode triangulasi digunakan untuk memeriksa temuan atau interpretasi data dengan penilaian ahli untuk memperkuat validitas. Teknik analisis data adalah analisis kesalahan. Hasil penelitian menunjukkan bahwa ada 253 ujaran yang mengandung 428 kesalahan yang dapat dikelompokkan menjadi 9 jenis kesalahan wicara berdasarkan Clark dan Clark, Gleason dan Ratner, dan teori Poulisse. Distribusi masing-masing jenis kesalahan adalah: 143 kasus jeda diisi (33,41%), 121 kasus mengulangi (29,88%), 49 keseleo lidah (12,10%), 39 menelusuri kembali awal yang salah (9,63%), 18 koreksi (4,44%), 18 kesalahan awal diperbaiki (4,44%), 17 kata seru (4,20%), 12 jeda diam (2,96%), dan 11 gagap (2,72%). Dari keseluruhan data kesalahan wicara dapat dikalkulasi kesalahan yang paling dominan yaitu jeda yang diisi. Kesalahan wicara sebagian besar disebabkan oleh tiga sumber yaitu kesulitan kognitif, kecemasan situasional, dan alasan sosial.

Kata Kunci: produksi wicara, kesalahan wicara, sumber kesalahan wicara.

ABSTRACT

This article explores the types of speech errors, the frequency of each type of speech error, the dominant of speech error, and the sources of speech errors in the talk show program of Metro TV Face to Face with Desi Anwar broadcasted in January to June 2012. Descriptive and library research are applied as method. The data are utterances containing speech errors produced by guest speakers. The method of collecting data is documentation. Investigator triangulation is used by cross checking the findings or the interpretation of data with expert judgment in order to strengthen the validity. The technique for analyzing data is error analysis. The results show that there are 253 utterances containing 428 speech errors which are derived from 9 types of speech errors based on Clark and Eve, Gleason and Ratner, and Poulisse theory. The distribution of

each type of error is started by 143 filled pauses (33.41%). The number of speech errors comprises of 121 repeats (29.88%), 49 slips of the tongue (12.10%), 39 retraced false starts (9.63%), 18 corrections (4.44%), 18 unretraced false starts (4.44%), 17 interjections (4.20%), 12 silent pauses (2.96%), and 11 stutters (2.72%). From the frequency of the speech errors, it can be drawn that the most dominant error is filled pause. The speech errors are mostly caused by three sources; they are cognitive difficulty, situational anxiety, and social reasons.

Keywords: *speech production, speech errors, sources of speech errors.*

INTRODUCTION

Speaking is not easy, and it involves a complex process of thinking language aspects and skills. As it is stated by Rogers et al. (2010:1167), the ability to speak clearly involves a complex brain system that is not fully understood. In speaking, people not only have to think how to deliver their message to others, but also how to produce language clearly and smoothly. In addition, Rogers et al. (2010:1168) state that in spontaneous speech especially, it requires the generation of an internal motor plan followed by initiation, execution, and monitoring. Therefore, there are some difficulties the speakers usually face when they speak to people and almost every speaker makes errors unconsciously. Speaking in target language which is commonly regarded by most of the learners as the main skill in second language learning provides numerous sample of oral performance errors. Learners often encounter complex process in conveying thoughts through articulated speech which results in errors.

There are significances of learner's speaking errors. *Firstly*, it gives evidence that it is necessary for the teacher to give explanation and information about speech production process, speech errors, the source of speech errors, and ideal delivery. Due to the ideal delivery, the teacher has a job to create appropriate materials and task types for the learners, and to provide comfort and comprehensible environment that allow them to be more confident and comfort in producing speech. They can give such activities as simulation, discussion, storytelling, role-play, debate, small talk, small group discussion, face-to-face conversation, speech, news report and interview. *Secondly*, it is required for the teacher to conduct error analysis in order to look for certain areas of difficulties in producing speech, so that more effective development of speaking skills can be achieved. It is needed to develop the speaking teaching techniques to lessen errors. *Thirdly*, the important thing is that the teacher should give more opportunities for the students to have practice; practice and more practice which will help to overcome the difficulties involved. To avoid speech errors, the teacher can get the students to speak in careful and slow manner. Furthermore, it is also important for the teacher to give feedback during or after the speaking activities. Video recorded can be used as a good alternative to see where students' difficulties of speaking lie, so that solution for improvement can be achieved.

In reality, producing speech errors seems quite common not only to language learners but also to all speakers. During live broadcasts on TV or on the radio for example guest speakers and even hosts often produce speech errors as a result of various reasons. Conversations in TV shows are no exception and could provide numerous examples of speech errors. Among the various talk show programs in Indonesian TV Programs, *Face to Face with Desi Anwar* could be counted as the most popular and influential one. *Face to Face with Desi Anwar* is a program that aired on the first

news channel in Indonesia, Metro TV. It discusses various hot topics at the international level and brings great figures related to the topics under discussion. However, although guest speakers are international figures who often appear in public place, they also still fail to deliver their meanings smoothly and almost every speaker makes errors unconsciously in the talk show.

Speech errors produced by all speakers in the talk show have great significance in the construction of performance model and English teaching learning process. Speech errors give evidence that the speakers get problems in having smooth speaking. Therefore, further analysis of errors in speech production is necessary to be carried out in order to find solution of problems involved to minimize the occurrence of speech errors. Due to English teaching learning process, investigating speech errors during or after class activities is important to provide information for the teacher in applying comprehensive strategies in teaching speaking. The importance of tabulating the frequency of each type of error is to find the rate of complexity of area of difficulties so that efficient and systematic activities and practice in speaking can be conducted. Furthermore, in the end of process of error evaluation, it is significant to find the dominant of speech error to find the difficulty which becomes more serious than others, so that more attention and focus can be given in that feature. In addition, sources of speech errors are required to be analyzed in order to get information about the factors that triggers speech errors so that they can be avoided in speaking.

Considering the reasons above, the objectives of the study are to identify the types of speech errors, to tabulate the frequency of each type of speech error, to find the dominant of speech error, and to elaborate the factors that contribute to the emergence of the speech errors in the talk show program.

Furthermore, many attentions have been devoted to the study of speech errors. Discussion of speech errors relate to the type of speech errors and source of errors by (Lumbantobing (2009) in news report, Hasnun (2009) in music program and Hardini (2010) in a movie). Study of speech errors is carried out for the Croatia students (Kovac, 2011). Those studies are different from the current study. This study tries to investigate types of speech errors, frequency distribution of each type, sources of errors by the international figures in a talk show program, that is, and talk shows of Metro TV *Face to Face with Desi Anwar* broadcasted in January to June 2012 are chosen. This study presents further proposal for the pedagogical application in the English teaching learning process, especially speaking class.

The ability to produce precise speech sounds successfully is something that people usually take for granted. In fact, it really involves complex process. As it is explored by Kuiper and Allan (2004: 115) that the production of speech involves three distinct processes that are initiation, phonation, and articulation. Furthermore, Akmajian et al. (2010: 419) argue that the easiest way to think about theories of speech production is to imagine building a device that will simulate the flow of information from message to sounds—in other words, a model of the phenomenon of a speaker expressing a message to a hearer: the speaker thinks of a message, “plans” how to express it, and finally articulates the expression with the vocal tract.

The complex process involved in speech production is initially by thoughts must be converted into linguistic symbol which are then sent to vocal mechanisms that can organize, initiate, modify and execute the articulation of an utterance. Because of not simple process of producing speech, the speakers often create unsmooth and unclear communication which results in speech errors.

Producing speech errors seems quite common to all speakers. Frisch and Wright (2002: 1) state that speech errors have traditionally been used to provide evidence for models of speech production that utilize the constructs of linguistic theory as psychologically real components of linguistic performance. Cowles (2011: 161) defines speech errors as mistakes that speakers make when they intend to say one thing but something else comes out instead.

Kovac (2011: 1) states that 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. He argues that speech errors are deviations from the speaker's communicative intention and are an important source of information for understanding the complex mechanisms of language production. In line with those statements, the writer's view of speech errors is deviations from the intended utterance influenced by psychological factors in the process of producing speech

Based on Clark and Eve (1977: 263), common types of speech errors can be seen as follows: (1) Silent Pause is a period no speech between words can be called silent pause (e.g. Turn on the / / heater switch!), (2) Filled Pause is characterized by the expression such as "mm", "ah", "uh", "err", or any others that filled the gap while the speaker is speaking (e.g. Turn on [uh] the heater switch!), (3) Repeat occurs when the speakers repeat one or more words in utterance (e.g. Turn on the heater / the heater switch!), (4) Retraced False Start simply means the correction of a word including one or more words before the corrected words (e.g. Turn on the stove \ the heater switch!), (5) Unretraced False Start is quite similar to Retraced False Start, but it does not include the repetition of one or more words in a sentence before the words that are being corrected (e.g. Turn on the stove \ heater switch!), (6) Correction is expressed in explicitly "I mean", "or rather", "that is", or "well" to mark the phrases as a correction. Corrections occur when the speaker's better utterances to say and then the corrections they make take over the place of previous words, which are considered to be misplanned (e.g. Turn on the stove switch -I mean the heater switch!), (7) Stutter occurs when the speakers repeat or prolong the beginning sounds of many words (e.g. Turn on the h-h-h heater switch!), (8) Interjection is a short exclamation like: Oh!, Um!, or Ah! (e.g. Turn on [*oh*] the heater switch!), (9) Slip of the Tongue can be identified as an unintended, nonhabitual deviation from a speech plan (Poulisse, 1999: 91) (e.g. - Turn on the heater switch → Turn on the sweeter hitch (Clark and Eve, 1977: 263)).

Gleason and Ratner (1998: 318) give examples of speech errors or slips of the tongue in word, morpheme and phrase units in speech production as follows: Word selection and placement errors (e.g. -tend to turn out → turn to tend out a. Morpheme errors b.1 Inflectional morpheme errors e.g. - cow tracks track cows, b.2 Derivational morpheme errors e.g. - easily enough → easy enough b.3 Misapplied of grammatical rules e.g. - the last I knew about it the the last I knowed about it → c. Phrase as a unit in slips of the tongue. e.g. - A hummingbird was attracted by the red color of the feeder → the red color was attracted by a hummingbird of the feeder.)

Furthermore, Poulisse (1999: 109) classifies several sub-types of slips of the tongue into: *Substitution* is a linguistic unit replaced by another one (e.g. a thing you put on a glass of milk, on uh, a bottle of milk), *Exchange* is the simultaneous substitution of two linguistic units of the linguistic category for each other (e.g. bread or something → bread or thomesing), *Shift* is the addition of a linguistic unit that is deleted elsewhere (e.g. I've learnt uh, great a lot uh, on the, on the camping.), *Blend* is a mixture of two linguistic units (e.g. where and what wet), *Deletion* is the omission of a linguistic unit (e.g. so that he can drink out of his bottle so that he can drink out _ his bottle.),

Addition is the addition of a linguistic unit (e.g. I've also a brother I've also an brother), and *Haplology* is the omission of part of a linguistic unit, as a result of utterance becomes contracted. (e.g. the representative, uh, there was, uh a representative).

Clark and Eve (1977:271) have discovered three possible sources of planning difficulty are cognitive reasons, anxiety, and social reasons. Firstly, regarding with *cognitive difficulty*, people take longer time to produce sentences on topic using the abstract words than the concrete words. Moreover, there are more hesitations scattered through the explanations than through descriptions, presumably because it is harder to come up with explanation and the right words to express them. In addition, at the level of word selection, hesitations appear when the speaker has difficulty finding just the right word. Secondly, *Situational Anxiety* is happened because a certain situation that makes a speaker become tense, anxious or worries about it. Then, they tend to produce the hesitation in speaking. The anxiety breaks up the planning and execution that become less efficient. Thirdly, speech errors are caused by *Social Reasons*. Speech plan seems difficult when conversation takes place under pressure. Under the press of a conversation, speakers must make clear when they still have something to say and when they are not finished yet. If they hesitate too long at any point, someone else may take over the conversation.

RESEARCH METHOD

The type of the research that is used by the writer is qualitative research. As it is stated by George (2008: 6) that qualitative research is designated any research whose results are captured in words, images, or nonnumeric symbols. The writer wants to describe systematically, factually, and accurately an interest of one of the language characteristics that is speech errors by applying descriptive method as suggested by Nawawi and Martini(2005:73). Library research as proposed by George(2008:5) as the method of research is also applied in this research to find some relevant theories that support the writing especially from all references deal with speech errors.

The data are utterances containing speech errors made by the guest speakers. The writer focuses on 253 utterances containing speech errors. The object of this study is utterances containing speech errors in Metro TV's talk shows *Face to Face with Desi Anwar*. The subjects are guest speakers that are international figures as follow: (1) Robin Lim, an American midwife, in the 28th January 2012; (2) Sadao Watanabe, a Japanese jazz musician, in the 31st March 2012; (3) John Key, a New Zealand prime minister, in the 28th April 2012; (4) Ani Choying Drolma, a Nepal buddist nun and singer, in the 26th May 2012; (5) Otto Scharmer, an American conceptor of theory U, in the 30th June 2012. However, February is an exception because of unavailable downloaded data. The data source includes documents that are downloaded from www.youtube.com. The method of collecting data that is used in the thesis is documentation proposed by Marshal (2006: 97). Furthermore, the writer applies investigator triangulation as proposed by Guion (2002:1) by cross checking the findings with expert judgement in order to strengthen the validity. The technique for analyzing data that is used is error analysis proposed by Ellis (1997:15). It consists of identifying errors, describing errors, explaining errors and errors evaluation.

FINDINGS AND DISCUSSION

The result shows that there are 253 utterances containing 428 speech errors which are derived from 9 types of speech errors they are filled pause, repeat, slip of the tongue, retraced false start, correction, unretraced false start, interjection, silent pause, and stutter.

1. Types of Speech Errors

a. Silent Pause

There are 9 utterances containing 12 silent pauses in the speakers' utterances. The speakers produce silent pause because if they wait too long in planning the next utterance they know that the listener will think that they have finished their contribution and will begin to take their turns. In this way, by making signal to the listener by stopping or pausing, it indicates that they are not yet finished with their contribution. Most of the silent pause in this research are function words, an article like the or a/an (e.g. Ani Choying Drolma said: "*Probably she is the first nun to compete in such a [//] way, and she won.*", and the (e.g. Otto Scharmer said: "*Now, Indonesia is (the/ Y)! the/ i/[/] third largest democracy on the planet.*", and a preposition (e.g. Ani Choying Drolma said: "*I choose mostly girls who are from [//] orphan.*").

b. Filled Pause

The speakers produce 99 utterances containing 143 filled pauses. The speakers obviously don't have everything planned before they talk so that they commit filled pause errors. Furthermore, they need to breathe between utterances while searching for just the right word to be executed next. For example Sadao Watanabe said: "*I think [ah] at the art there is no ending.*", Robin Lim said: "*She is [ah] [/] she is one of [err] [err]... We love this midwife because she is like our mother.*", and Otto Scarmer said: "*At this point [mm] it looks it's not being the case.*" Under the press of a conversation, Watanabe, Lim and Scharmer must make clear when they still have something to say and when they are not finished yet by saying *ah*, *err*, *uh* and *mm*. They produce filled pause because they think if they wait too long in planning the next utterance they know that the listener will think that they have finished their contribution and will begin to take their turns. In this way, by making signal to the listener, it indicates that they are not yet finished with their contribution. The use of filled pause also indicates that they give the signal to listeners their intention to continue and want to fill the spaces where other speakers possibly take over while searching right words for the next execution.

c. Retraced False Start

There are 36 utterances containing 39 retraced false starts. The examples are when John Key said: "*Look at thing [/] one of things that unique about new Zealand that is [/] is nature beauty and as country we have a lot of different seasons, four seasons in a year that [/] that different in such.*", and verb (e.g. Ani Choying Drolma said: "*Later on when we were demanded to have [/] to give life performance in different musical festival in America, in European [/] European Countries.*")." The speakers actually attempt to say the right words, but they unconsciously produce the wrong words so that they need to correct the words. The retraced false start that the speakers produced indicates that the speakers want to convey as clear as possible their meaning, so that they need to correct and clarify their utterance.

d. Unretraced False Start

This study presents 15 utterances containing 18 unretraced false starts. Sadao Watanabe in the sentence: “*After earthquake we had a big shock and the [\\] I don’t know what to do to lead my profession to [\\]for the people.*” Although Watanabe has already corrected his word, but he firstly fails in choosing the preposition which is suitable based on the context. The preposition **for** is acceptable in the Watanabe sentence “*After earthquake we had a big shock and the [\\] I don’t know what to do to lead my profession to [\\]for the people.*” It is in line with Tyler and Evans (2003: 150) statement that the preposition is due to benefactive sense, and the preposition **for** which denotes a relation between an action and a beneficiary.

e. Correction

The speakers create 17 utterances containing 18 corrections. An example is made by John Key when he said: “*The culture - I mean the Maori culture is the indigenous culture here.*” He creates correction error as a result of misplanned utterance by saying unclearly word **culture** and he tries to emphasize the word **culture** that he wants to say is the **Maori culture** that is indigenous culture, not the other culture in New Zealand. The corrected words are the words to replace what was said earlier. It happens because what he says previously is not obviously so that he tries to take over the previous words which are considered to be misplanned by saying “I mean”. **I mean** is used for correcting an out and out mistake in wording, one that would have left the utterance with a significantly wrong meaning.

f. Repeat

The writer finds 106 utterances containing 121 repeats. Most of the words repeated are function words, like articles (e.g. Robin Lim said: “*These are to help the [/] the patient to understand the important of breastfeeding*”), prepositions (e.g. Otto Scharmer said: “*Today, it’s considered by many very interesting role model of [/] of development, not only economically but also mm politically, or culturally in terms of linking [\\] bringing together diverse group.*”), conjunctions (e.g. Ani Choying Drolma said: “*Actually, [mm] I was bit - I mean I was really young to decide such thing, but [/] but it doesn’t matter*”), and pronouns (e.g. Robin Lim said: “*We [/] we [/] we really try to make her mother feels comfortable*”). The other words repeated are content words, like noun (e.g. Robin Lim said: “*Some of that money is sent to Aceh for operational fund [/] fund that is so difficult.*”), verb (e.g. Sadao Watanabe said: “*I teach [/] teach almost for 7 years*”), adverb (e.g. Robin Lim said: “*Yes, absolutely [/] absolutely*”), and adjective (e.g. Ani Choying Drolma said: “*I feel like it’s simple common [/] common sense that we can use.*”). All of the speakers in the talk show produce repeat. It indicates that they have difficulty in planning and finding the right words to be executed next, so that they produce repeat.

g. Stutter

The speakers make 11 utterances containing 11 stutters. The example of stutter which characterized by repetition and prolongation is produced by Otto Scharmer when he said: “*Shortly after [A-a-afganistan] [ah] war [ah] started, considered this [ah] likely to be the next country [ah] grow up in violence conflict, and so that was the expe expectations beg then.*” He creates stutter by making repetition and prolongation sound of **a**. Stutter in the sentence are as a result of fears of having to enunciate specific vowels or consonants, fears of being caught stuttering in social situations anxiety, stress, or a feeling of “loss of control” during speech.

h. Interjection

There are 13 utterances containing 17 interjections. For example, Robin Lim said: “[*Well*] *you know huge needs in Flores.*” Interjection that she produces indicates that she has just managed to remember what to say next, and she would like to give examples of what she would like about the mission of giving birth help in other places. In this utterance, she chooses Flores as an alternative choice. Other example is produced by Otto Scharmer: “[*Well*] *I think we see two probably two things.*” She creates interjection *well* that indicates she tries to manage her utterances before she executes them.

i. Slip of the Tongue

49 slips of the tongue are found in the 37 utterances. The first example slip of the tongue which appears in the speakers’ utterances is misapplied in grammatical rules that called as misinformation. Ellis (1997: 18) states that misinformation is using one grammatical form in place of another grammatical form. In this case, the speaker makes error in differentiating the use of *was* and *were* in the verbs ‘to be’ of simple past tense and subjunctive verbs. For example, Sadao Watanabe said: “I [/] *I think I (was) were 15 16.*”, and he also produced sentence: “*After graduated high school, I (was) → were to Tokyo with the Klarinet, but [ah] [ah] after a while I met so many musician friends and form a band.*” He creates slip of the tongue since he used *were* instead of *was* for the verb to be in the sentence of simple past tense. *Was* is a simple past tense of the verb “to be” used with singular nouns as in “The boy was hungry” meaning at some point in the past the male in question was hungry. *Were* is the correct past tense form to use when addressing more than one subject as in “The boys were hungry.” Along with the noun, it helps establish whether the referent is singular or plural. Meanwhile, Kovac (2010: 67) states that

“a past subjunctive confined to 1st/3rd person singular were, which is moreover usually replaceable by the indicative past form was. Besides the loss of inflections, the appearance of the periphrastic forms accounted for the decline of the subjunctive. The forms of the subjunctive has always been marked for modality, expressing doubt, unreality, wishes, commands, and so on, and it was the mood selected by certain conjunctions, such as if, though, unless, whether, that and lest.”

Subjunctive verb; therefore, should be differentiated from the verb in the simple past tense where in the subjunctive mood it expresses a condition which is doubtful or not factual.

The Frequency of Each Type of Speech Error Made by Guest Speakers in the Talk Show *Face to Face with Desi Anwar* broadcasted in January to June 2012

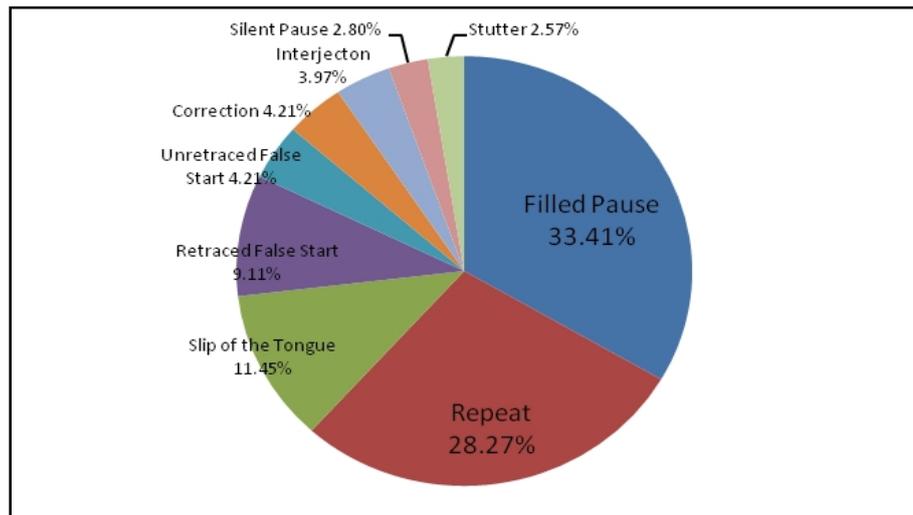
Table 1. The Frequency of Each Type of Speech Error Made by Guest Speakers in the Talk Show *Face to Face with Desi Anwar*

Guest Speakers	Robin Lim	Sadao Watanabe	John Key	Ani Choying Drolma	Otto Scharmer	$\sum fx$	$\sum N$	
Types of Speech Errors	Fx							
Filled Pause [...]	21	45	13	22	42	143	33.41%	
Repeat [/]	26	36	17	22	20	121	28.27%	
Slip of the tongue [→]	2	26	1	17	3	49	11.45%	
Retraced False Start [\]	3	5	7	13	11	39	9.11%	
Unretraced False Start [\]	5	4	1	4	4	18	4.21%	
Correction [-]	4	0	7	7	0	18	4.21%	
Interjection [*...*]	7	1	2	5	2	17	3.97%	
Silent Pause [//]	3	0	0	7	2	12	2.80%	
Stutter [---]	1	2	1	1	6	11	2.57%	
Total (n)	72	119	49	98	90	428	100%	

From the table above, it can be drawn that the frequency of each type of speech error in the talk show *Face to Face with Desi Anwar* broadcasted in January to June 2012 from the most dominant to the rarest speech error is as follow, Filled Pause: 143 (33.41%), (2) Repeat: 121 (28.27%), (3) Slip of the Tongue: 49 (11.45%), (4) Retraced False Start: 39 (9.11%), (5) Unretraced False Start: 18 (4.21%), (6) Correction: 18 (4.21%), (7) Interjection: 17 (3.97%), (8) Silent Pause: 12 (2.80%), and (9) Stutter: 11 (2.57%).

2. The Dominant Speech Errors

Based on the frequency of each type of speech errors described above, it appears that that the most dominant speech error in talk show *Face to Face with Desi Anwar* broadcasted in January to June 2012 is filled pause 143 (33.41%). It indicates that the speakers in the talk show still get difficulties in planning and executing their utterances by producing filler words to fill the gap between utterances. This can be seen from the pie chart below.



Picture 1. Speech error in talk show *Face to Face with Desi Anwar*

3. Sources of Speech Errors

Firstly, the speakers make speech errors because of cognitive difficulty. The speakers take longer to produce the word of the sentence for an abstract than for a concrete topic. For example Ani Choying Drolma said: “*I don’t wish **to be** [//] **hurt**, I don’t wish **to be** [ah] **disrespected**.*” And Otto Scharmer said: “*One of the most successful countries of G20, **has been** [//] **much more successful** than the west in coming out of the financial crisis in 2008.*” It is hard for Drolma to produce abstract word for expressing her feeling like *hurt* or *disrespected*, and Scharmer to say abstract word as *much more successful* so that they makes no word and filler words before getting the words to be executed.

An example of utterance containing difficulty of the speaker in giving explanation and expressing them using right words as Robin Lim said: “*She is [ah] [//] she is one of [err] [err]... We love this midwife because she is like our mother.*” When Lim is faced with abstract topic that she should make explanation and description about someone, she makes filler words and repeat. She gets difficulties to express the right words and take longer time to continue her speech. Even after she has tried hard to create utterance, she chooses not to explain it more, but to say other utterances that she feels it easier to say.

In addition, the speakers make speech errors as a result of their difficulty in finding just the right word. For example, Ani Choying Drolma said: “*Actually, the truth is to [//] get away from getting married*”. She encounters problems to execute an utterance so that she hesitates and stops in mid-sentence, and pause between sentences to plan what to say next. She actually attempts to plan her utterance before uttering them, but she gets difficulties in arranging construction which requires more planning time for execution which result in silent pause error. Ani intends to search for the right word following the word *to* in order to give the explanation about the previous word *the truth is* by stopping and pausing in mid sentence. This error actually adds to the impression that she does not have something definite to say. Hesitation also appears when the speakers get difficulties in word selection. The speakers create hard words that are not very predictable from what they said before. For

example Robin Lim said: “Your average **[ah]** gaji is much lower here.” She gets problem in searching the right word to be executed so that she produces filler words.

Secondly, the speakers in the talk show produce speech errors as a result of situational anxiety. An example of speech error as a result of situational anxiety is produced by Robin Lim. She gets worry about her talk so that she tries to create comprehensible utterance. She firstly says improper words so that she needs to correct the words. She needs to clarify their utterance to make the listener fully received her message. For example Robin Lim said: “I had asked why is **birth technology** [] **help-birth technology** not saving the life?”. She backs up and begins again her utterance. She clarifies her utterance by adding a single linguistic unit to make the listener clear due to what she wants to say.

Thirdly, one of the speaker’s sources of difficulty is social. Under the press of a conversation, speakers commit many speech errors. The social factor that the speakers are international figures also becomes a factor that they tend to be more selective in expressing the words, because there is a consideration about people judge and commentary of whatever they talk. For example Robin Lim produced sentence: “Right Livelihood is the **[ah]** alternative prize”. Because of the press of conversation that she should continue her utterance, she makes filled pause. She doesn’t want to stop in mid sentence so that she says **[ah]** to keep the utterance going on. She makes filled pause to fill spaces where the host may possibly take over. This error actually adds to the impression that she does not have something definite to say but because of the social factor that is under pressure of conversation, she needs to speak out and concern about her utterance.

CONCLUSION

All of speech errors made by the speakers in talk show *Face to Face with Desi Anwar* broadcasted in January to June 2012 including filled pause, repeat, slip of the tongue, retraced false start, correction, unretraced false start, interjection, silent pause, and stutter give evidence that speaking needs good consideration and planning. 143 Filled pauses (33.41%) dominate the speech errors in the speakers’ utterances. It indicates that they encounter problems in producing speech due to planning difficulty that are caused by three sources; they are cognitive difficulty, situational anxiety, and social reasons.

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