A STUDY ON SPEECH ERRORS MADE BY GLOBAL TV VJ
THE MUSIC PROGRAMS: “MOST WANTED”

A THESIS

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The writer,

Hasnun Nisa
ABSTRAK

Skripsi ini membahas tentang kesalahan-kesalahan ujaran “speech errors” yang tercakup dalam studi psikolinguistik. Dalam skripsi ini objek yang dianalisis adalah kesalahan-kesalahan ujaran yang dilakukan oleh presenter Global TV yang disebut VJ saat membawakan acara program musik “Most wanted”. Analisis ini difokuskan pada kesalahan ujaran yang bersifat umum (common types of speech errors), yaitu silent pause, filled pause, repeats, false starts retraced, false starts unretraced, correction, interjection dan slips of the tongue.


Dari hasil analisis yang diperoleh ditemukan bahwa VJ melakukan kesalahan-kesalahan umum ujaran ketika membawakan program music Most Wanted. Jenis kesalahan umum ujaran yang paling banyak dilakukan oleh VJ dari 167 kesalahan ujaran yang dilakukannya adalah filled pause sebanyak 71 kali (42, 52%), kemudian diikuti oleh silent pause sebanyak 49 kali (29, 35%), repeats sebanyak 16 kali (9, 58%); corrections sebanyak 8 kali (4, 75%), retraced false starts sebanyak 7 kali (4, 20%), dan stutters 7 (4, 20%), interjection sebanyak 5 kali (3, 00%), unretraced false starts sebanyak 3 kali (1, 80%), dan slip of the tongue sebanyak 1 kali (0, 60%).
I. INTRODUCTION

1.1 Background of the Study

Language is used by human beings to communicate. Human beings need a language to do many activities in their lives. Hall (1968: 158) says, “Language is the institution whereby human communicate and interact with each other by means of habitually used oral – auditory arbitrary symbols”. It means humans use language as the institution to have social relationship, to change the information by using oral – auditory symbols.

Alan (1994: 8) says, “Language is divided into three form, they are spoken language, written language, and gesture or silent language. I want to analyze the spoken language in this thesis. Spoken language can be done anywhere and anytime by human beings. Broadcast speech is conveyed in spoken language that is already used because of the sophisticated technology. The broadcast from television can reach a larger audience rather than face to face speaking. Speakers who broadcast attempt to entertain or to inform process the special characteristics of speech content and delivery.

Indonesia has many television program such as RCTI, SCTV, TPI, ANTV, GLOBAL TV etc. Each of them have some programs everyday. Global TV present their programs as long as 24 hours in a day. In other hand it present MTV Most Wanted at 2 hours in a week. They also present information about music including the singer, the process of composition of the new songs, interview with the artist and so on. The writer attend each of errors made by the broadcaster was related in speech errors (Silent Pause, Filled Paused, Repeats, Retraced false
starts, Unretraced false starts, Correction, Stutters, Interjection, Slip of the tongue. People can choose the program on television, as he or she likes. I takes this topic because the writer is interested in the ways of the speaker broadcast speech on television. On this occasion, the writer chooses the music programs on Global TV to be analyzed. This program is one of favorite programs of the teenagers in the world. The presenters that are called VJs. They have unique ways to present the music programs. They have certain characteristics and they can make the programs so amazing and fantastic. It is so an interesting music program, however sometimes VJs can make the speech errors.

The speech becomes less effective if the speaker has no knowledge, no self-confidence and no skill. The good preparations also support the good and effective speech. However, common speech errors are more frequently found in spontaneous speech rather than in prepared speech. Moreover, the Global TV VJs in presenting the program do not read like the news readers. They do it spontaneously. They speak in their own ways. They, therefore, often make the speech errors.

Clark (1977 : 34 – 35) says, “The common speech errors that are often made by the speakers who broadcast are related to their psychological principles which can be applied to the practical problem of speech, for instance, speech errors”. Therefore, speech errors as the topic of this thesis are also related to psycholinguistics as the study of human mind and language.

Psycholinguistics comes from psychology and linguistics. However, those two elements cannot be separated. This thesis is written based on these elements,
thus the writer can see whether the broadcasters may be successful in their speech or not. Therefore, the broadcasters know what their mistakes or weakness, and they can create or develop their ability especially in speaking. Finally, the audience will be more interested in their speech when they convey the information.

Psycholinguistics is defined as the study of human language, language comprehension, language production, and language acquisition. Its goal is to understanding how people comprehend and produce language. In Psycholinguistics, when people produce language or speak, they tend to make errors and seem almost every speaker makes these are called common speech errors.

1.2 The Problem of the Study

The problem of the study to be analyzed are as the follows :

a. Which one of speech errors most dominant is made by the broadcaster of Global TV when they present the music programs?

b. Which factors is caused of speech errors?

c. How is the speech errors made by Global TV on television in presenting the music program?

d.

1.3 The Scope of Study

I conduct the researches based on psycholinguistics point of view. My analysis is about the common speech errors that are made by broadcaster on television. Speech errors have some types such as silent pauses, filled pauses, repeats, false
starts (unretraced), false starts (retraced), corretions, interjections, stutters, and slips of the tongue.

I analyzes the data taken from Global TV programs, it is ‘Global TV music’. These data are taken in random by the writer. Then, the writer examines those programs as the samples to be analyzed.

1.4 The Objective of the Study

The objectives of this thesis, it is hopes that this thesis will be beneficial and useful for the readers. Therefore, some significance should be gained are:

a. To give the readers some more explanation about psycholinguistics
b. To give the reader some psycholinguistics language of speech preparations to overcome speech errors and make the corrections of speech errors
c. To give some more information about speech errors made by Global TV VJs most wanted on the music programs based on psycholinguistics.

1.5 Review of Related Literature

In doing this thesis, the writer collects some relevant reference to support this thesis. Some references are as follows:

Hatch (1983 : 23) says, “Psycholinguistic is a second language perspective”. This book which consist of 13 chapters give the explanation about a
perspective on psycholinguistics in chapter 1 as the introduction. It is also supports the idea of this thesis.

Clark and Eve (1977 : 34) says, “Psychology and language is an introduction to psycholinguistics”. This book explains about psycholinguistic and the classification of speech errors as the main topic of this thesis.

Sapir (1949 : 23) says, “language is an introduction to study of speech”. By reading this book, the writer gets some informations about how language defined and the element of speech that support this thesis.

Foss (1978 : 4) says, “Psycholinguistics is the study of language as human activity. It is the study of what people acquire when they acquire a language, of how the people acquire it, and of the people use it when producing and understanding messages. As such, it is a sub-field of the general area of cognitive psychology, the psychology of knowing or of thinking. Thus, psycholinguistics is an important part of the study of how the mind is organized and how it works. It is relevant to the study of human communication, and it may have applications in many practical areas, such as teaching reading skills, language acquisition by the deaf, learning foreign languages, and others.

Psycholinguistic means as the study of the relationship between linguistic behaviour and the psychological process (i.e. memory, attention) thought to underlie it. Psycholinguistics derives from psychology and linguistics. It is defined traditionally as the study of human language – language comprehension, language production, and language acquisition.
Hatch (1983: 12) says, “People comprehend and produce language linguist’s description about language is a set hierarchically arranged subsystems of rules. Psycholinguists have transformed these subsystems into another sort of hierarchy – a set of plans which are related both to the rule systems of the linguist and the mental processes of the cognitive psychologists”. Psycholinguistics as the search for understanding of how human are able to comprehend and produce language. The field uses the strengths of two disciplines, psychology and linguistics.

1.6 The Method of Study

The writer uses some methods of research in designing this thesis. She applies both library research and field research. The writer does library research to find some relevant theories that support this thesis. From field research, the writer gets the data as the sample from Global TV VJs who does the speech errors. She does some methods. They are:

a. Data Resources

The data resources of this analysis are the Global TV VJs in presenting the music programs. The writer takes data from VJs Global when she/he presenting the music programs. The writer examines the VJs to find some speech errors.

Basically, every speaker makes the speech errors and it is also happened to Global VJ. When Global VJs give the speech, actually they tend to make errors. The common types of speech errors are listed as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Common Speech Errors</th>
<th>Symbols</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Silent Pause</td>
<td>//</td>
<td>Please, open the // door</td>
</tr>
<tr>
<td>2.</td>
<td>Filled Pause</td>
<td>,......,</td>
<td>Please, <em>er</em>, open the door</td>
</tr>
<tr>
<td>3.</td>
<td>Repeats</td>
<td>/</td>
<td>Please, open the door / the door</td>
</tr>
<tr>
<td>4.</td>
<td>Retraced false starts</td>
<td>\</td>
<td>Please, open the window \ the door</td>
</tr>
<tr>
<td>5.</td>
<td>Unretraced false starts</td>
<td>\ \</td>
<td>Please, open the window \ door</td>
</tr>
<tr>
<td>6.</td>
<td>Correction (that is, I mean, well, or rather)</td>
<td>-</td>
<td>Please, open the window, - I mean the door</td>
</tr>
<tr>
<td>7.</td>
<td>Stutters</td>
<td>- - - -</td>
<td>Please, open the <em>d-d-d-door</em></td>
</tr>
<tr>
<td>8.</td>
<td>Interjections</td>
<td>* ...... *</td>
<td>Please, open <em>ah</em> the door</td>
</tr>
<tr>
<td>9.</td>
<td>Slip of the tongue</td>
<td>→</td>
<td>Please, close → open the door</td>
</tr>
</tbody>
</table>

b. The instruments of the field Research

The writer as the audience of Global TV programs uses the television as the media and she record the speech of VJs to the tape recorder by using cassette. Thus, the writer will get the samples as the data of this analysis.

c. Data Analysis

First, the writer examines data. She identifies the speech errors. The speech errors will be classified based on each type. Second, the writer tells the readers which the most frequent speech errors made by Global VJs.
II. SPEECH PRODUCTION AND SPEECH ERRORS

2.1 What is Linguistics?

Everyone, in our daily life, is concerned with language in a practical way. We use language in everything we do. Language, for the most part our life, we use of it is so automatic and natural, that the most valuable single possession of the human race.

Language is a unique human possession. It is used not only for a system of communication, but also for expression of thought, for establishing interpersonal relations with no particular concern for communication, for play, and for a variety of other human ends.

Knowledge of the workings of language for people is a means to some ends. For a small group of specialist, knowing about language is an end itself. These specialists call themselves linguists, and the organized body of information about language which their investigations produce or result is called linguistics.

Linguistics derives from Latin Lingua that means language. Linguistics is scientific study of language or the field study of the subject, which is language. Its task is describing and explaining the structure of language that is used by certain community. Linguistics study is called General Linguistics. It means linguistics is not only study about language but also study about the details of language in general. Furthermore, language becomes the tool of human social interaction. The language in all over the world have the differences and the similarities. Language
has the universal characteristics. The linguists will analyze these. Therefore, linguistics is called general linguistics.

Besides, linguistics can be divided into two, micro and macro linguistics. Micro linguistics analyses language by learning inner parts of language. It includes:

a. Theoretical language, it concerns with the general method of analyzing the language.

b. Descriptive or synchronic linguistics formulates the structure of a language in certain sequence of time or period. This type has some subtypes as following: descriptive-phonology, descriptive-morphology, descriptive-syntax and descriptive lexicology.

c. Historical-comparative linguistics or diachronic linguistics concerns with the historical changes occurring in the structure of a language. Historical linguistic refers to the study of language as it persists though time. Comparative has tasks to establish the fact and degree of relationship for two or more languages, and reconstructing earlier (prehistoric) stages. This type has some sub-types, as the following: historical-comparative phonology, historical-comparative morphology, historical-comparative syntax, and historical-comparative lexicology.

Furthermore, macro linguistics analyses language by learning outer parts of language. Linguistics studies language for language’s sake, but the total cultural setting has entered non historical linguistics linguistic as well. Several branches of linguistic inquiry have been established. The followings are some interdisciplinary fields of linguistic:
a. Anthropological linguistics is the study of language variation and use in relation to the cultural pattern and beliefs of the human race, as investigated using the theories and methods of anthropology.

b. Applied linguistics is the application of linguistic theories, method, and findings to the elucidation of language problems that have arisen in other domains. The term is especially used with reference to the field of foreign language learning and teaching, but it applies equally to several other fields, such as stylistics, lexicography, translation, and language planning, as well as to the clinical and educational fields.

c. Biological linguistic is the study of the biological conditions for the language development and use in human beings, with reference both to the history of language in the human race and to child development.

d. Clinical linguistic is the application of linguistic theories and methods to the analysis of disorders of spoken, written, or signed language.

e. Computational linguistic is the study of language using the techniques and concepts of computer science.

f. Educational linguistic is the application of linguistics theories to ethnic types and behaviour, especially with reference to the way social interaction proceeds.
g. Geographical linguistic is the study of the regional distribution of language and dialects, seen relation to the geographical factors in the environment.

h. Mathematical linguistic is the study of the mathematical properties of language.

i. Neurolinguistics is the study of the neurological basis of language development and use the human beings especially the brain’s control over the processes of speech and understanding.

j. Philosophical linguistic is the study of the role language in the elucidation of philosophical status of linguistic theories, method, and observation.

k. Psychological processes (i.e., memory, attention) thought to underlie it.

l. Sociolinguistics is the study of the interaction between language and the structure and functions of society.

In conclusion, different dimensions of the subject can be distinguished, depending on the focus and interest of the linguist. Diachronic (or historical) and synchronic linguistics have developed as a result of the distinction introduced by Saussure, the former is the study of language change; the later the study of language states, regardless of their history. When linguists try to establish general principles for the study of all languages’, they are said to be practicing theoretical (or general) linguistics. When they concentrate on establishing the facts of a particular language system, they practice descriptive linguistics. When the focus is
on the similarities and differences between languages, the subject is often referred to as comparative (or typological) linguistics.

Language also shares with other sciences that concern to be objective, systematic, consistent, and explicit in its account of language. The fields of linguistics include both science and the humanities that have already mentioned above.

Basically, language is not used just to make assertion of fact. It is used for lies as well as truth, for nonsense as well as sense, for persuasion as well as for making love. Language is as broad and deep as the whole fabric of human existence.

2.2 What is Psycholinguistics?

Linguistics also studies language by understanding the human beings as the speakers and users of language as well as humanism. This is so, because since his birth someone interacts with the environment also influences someone. The product is language competence, capability and attitude of someone.

The inter-relation between human beings and the environment makes that someone needs a language for various reasons, such as:

a. Physiological need, just as someone needs food, drink, air, water and sexual desire.

b. Psychological need, such as expressing love, prestige and other social needs.
c. Language as mediator for egocentric role, which function as: intellectual competence, emotion, and personal identity.

Linguistics has many interdisciplinary fields. One of the fields is psycholinguistics. No two disciplines are more closely related than linguistics and psychology. Both deal with language, one by definition and the other by necessity. It is so hard to keep language and mind apart that some early behaviorist psychologists. Language gives the earliest and most easily identified symptoms of mental disturbance, and of course how we learn to speak is one of the most fundamental and fascinating problems of human behaviour. Language is psychological phenomena (symptom). Dwight Bolinger (1975: 273-274) says, “A psychologist likes to be able to predict behaviour, and linguist were gaining an uncomfortable lead, not only claiming that language was ‘rule-governed behaviour’ but getting better and at stating the rules……..Psychologists fells that they had to join with linguist in resolving this apparent conflict between our genetic and our social heritage.”

Psycholinguistic is the study of the relationship between human mind and language. It is also concerned with human behaviour. Psycholinguistic refers to the approaches of both linguist and psychologist to explain language competence and language acquisition as proposed by contemporary linguistic theories have a real basis in terms of perception, memory, intelligence, motivation, etc.

Psycholinguistics has a common goal. Their goal is understanding how people comprehend and produce language and give the description directly correspond to what goes on in people’s head, describing the general process of human language production and comprehension. While the linguist’s major goal
is to discover the systematicity in language and to write descriptions that capture the systematicity. Linguists are interested in the rules of language (its systematicity), and they see language learning, language production, and language comprehension as rule governed behaviour. On the other hand, psychologists turn to psycholinguistics in the hope that it will provide them with better understanding of human cognition. Their interest in intellectual processes extend to an interest in the processes observed in language learning, production, and comprehension. As psycholinguists, they believe the field should include the cognitive processes involved in language behaviour.

The followings are some specific definitions of Psycholinguistics, which are given by linguists:

Langacker in (Umar and Napitupulu 1992 : 36) says, “Psycholinguistics is the study of language acquisition and linguistic behaviour, as well as the psychological mechanism responsible for them. “This limitation emphasizes language acquisition and linguistic behaviour. Language acquisition relates to the language learning. While, linguistic behaviour refers to the process of competence and performance. These processes are always in human’s mind. In other words, the mechanism of psychology has the important role.

Hartely in (Umar and Napitupulu 1998 : 36) says, “Psycholinguistics investigates the interrelation of language and mind in processing and producing utterances and language acquisition. “The most important in this definition is how the language acquisition works. Human’s mind processes the language to produce the utterances. It is still unknown how the language process occurs so that it has
meaningful units and how the speaker processes these meaningful units to be understood by the listener.

Stern (1983: 296) makes the other limitation. He says, “Psycholinguistics deals directly with the process of encoding and decoding as they relate states of massage to states of communicators.” This limitation emphasize on the process of encode and understanding to the codes between speakers and listener. The process of encoding and decoding is in humans’ mind. The people who are speaking sends the message in codes and the listener tries to understand those codes. The speaker and the listener have to understand each other.

Considering the limitation that are given above, there are some main ideas that are very important in discussing about psycholinguistics.

1. Psycholinguistics discusses the relation between language and mind
2. Psycholinguistics is directly connected to the process of encoding and interpreting the code
3. Psycholinguistics is an approach
4. Psycholinguistics examines language knowledge, language use and language change
5. Psycholinguistics deals with the process in producing the language, which takes place between speaker and listener
6. Psycholinguistics focuses on the discussion of language acquisition and linguistics behaviour.

It has mentioned above that psycholinguistics deals with the process how people produced the language. In speaking or comprehending a language, people
conform to a system that relates sounds to meanings. If we are to understand speaking and listening, we must understand the relation between language structure and the process of speaking and listening. The structure has been called grammar of the language.

What makes the grammar important for the psychology of language is the possibility that it will help in the study of speaking and listening. Grammatical rules summarizes regularities in the behaviour of people speaking a language.

Grammatical rules should also take us a long way toward understanding the fundamental laws of thought and the nature of the human intellect. Noam Chomsky has tried to divide into two. They are competence and performance

**Competence and Performance**

People have a “capacity” of a particular language. However, in applying this capacity in speaking or listening for that language, they need time to think and sometimes makes mistakes. For this reason, Noam Chomsky distinguishes between language competence (one’s capacity to use a language) and language performance (the actual application of this competence in speaking or listening language). The difference between linguistic competence and linguistic performance can be seen in the following:

Language competence deals with a person’s internalized in grammar of language. In addition, competence refers to an ideal speaker of hearer. That is an idealized but not a real person who would have a complete knowledge of the
whole language. This means a person’s ability to create and understand sentence, including sentences they have never heard before. It also includes a person’s knowledge of what are and what are not sentences of a particular language. For example, an Englishman will say, “I want to drink a glass of milk” as an English sentence. On the other hand, if he says, “I want drinking a glass of milk’,” this will not be accepted even thought all these words in it are also English words.

Native speaker’s knowledge of his language is unlimited. The information about his language is made him to understand as well as produce the sentences that he has never heard or said before. Individuals in speech and writing make a distinction between competence and performance, which is the actual use of the language.

Furthermore, performance means a person’s actual use of language. A difference is made between competence refers to a person’s knowledge of the language, while performance refers to how a person uses this knowledge in producing and understanding sentences. Performance is the theory of the language use, how to use the actual language and what has been done by the speaker or listener actually based on the knowledge of language. This is the subject of psychology theory that analyzes how linguistic competence is used in producing and comprehending the utterances or the sentences. The difference between linguistic competence and linguistic performance can be seen, for example, in producing of long and complex sentence. People may have the competence to produce the long sentence but when they actually perform this knowledge, there are many reasons why they restrict the number of adjectives, adverbs, and clause in one sentence. They may run out of breath, or their listener may become bored.
or forget what has been said if the sentence too long. Psycholinguistics attempt to
describe how competence is used in the actual production and understanding of
sentences (performance).

In second and foreign language learning, a learner’s performance in a
language may indicate his or her competence. There is also a somewhat different
way of using the term “performance.” In using language, people make errors or
false starts. These may due to performance factors, such as fatigue, lack of
attention may not reflect their competence. They make the errors are described as
examples of performance.

2.3 Execution of Speech Errors

Communication with language runs through two basic human activities:
speaking and listening. These are important to psychologist, for their mental
activities. In speaking, people put ideas into words, talking about perceptions,
feelings, and intentions they want other people to grasp. In listening, they turn
words into ideas, trying to reconstruct the perceptions, feeling, and intentions they
were meant to grasp. Speaking and listening are the fundamental of the mind as
well as deal with perceptions, feelings and intentions. People talk in order to
convey facts, ask for favors, and make promises, and others listen in order to
receive this information. Speaking and listening tell us a great deal about social
and cultural activities, too.

Speaking is fundamentally an instrumental act. Speaker talks in order to
have some effects from their listener. They speak to change their knowledge.
They also ask in order to get the informations.
According to Clark (1989 : 224) says, “Speaking is divided into two types of activity, planning and execution. Speakers firsts plan what they want to say based on how they want to change the mental state of their listener. They then put their plan into execution, uttering the segments, words, phrases, and sentences that make up the plan.” However, these divisions between planning and execution sometimes are not absolutely right. At any moment, speakers are usually doing both of them. They are planning that to say next while executing what they had planned moments before. It is impossible to say where planning leaves off and execution begins. Planning and execution are two ends of speech productions.

It is one thing to plan what one is going to say and quite another thing to execute that plan. Speakers build up a general structure for discourse, form a skeleton for the sentence to be uttered, and select words to fit his skeleton constituent by constituent. Their next task is to execute this plan, to get their articulatory organs (larynx, mouth, and tongue) to emit.

Clark (1977 : 224 – 225) says that the process of speech is planned and executed are :

1. Discourse Plans. The first step for speakers is to decide what kind of discourse they are participating in. whether they are telling a story, conversing with other people, giving instructions, describing an event, making a pledge or not, each kind of discourse has a different structure and they must plan their utterances to fit. Each utterance must contribute to the discourse by conveying the right message.
2. Sentence Plans. Given the discourse and their intention to produce the sentence with the right message, speakers must select one that will do this. They must decide on the speech act, what to put in subject, and given and new information, and what to subordinate to what. They must also decide how they want to convey their message: directly, by mean of the literal meaning of a sentence, or indirectly, by mean of irony, understatement, or other indirect rhetorical devices.

3. Constituent Plans. Once they have decide on the global characteristics of a sentence, they can begin planning its constituents. For this they must pick the right words, phrases, or idioms to inhabit each constituent and put them in the right order. Although they may have planned the global form of a sentence, they normally select specific words only phrase by phrase.

4. Articulatory Program. As specific words are chosen, they are formed into an “articulatory program” in a memory “buffer” capable of holding all the words of a planned constituent at once. It contains a representation of the actual phonetic segments, stresses, and intonation pattern that are to be executed at the next step.

5. Articulation. The final step is to execute the contents of the articulatory program. This is done by mechanism that add sequence and timing the articulatory program, telling the articulatory muscles what they should do when. This step results in audible sounds, the speech the speaker intended to produce.

In speaking, meaning is turned into sounds, and in listening, sounds are turned into meaning. At the sound end, speaking requires the motor activation
of the speech organs, while listening consists of an auditory analysis of the speech signal. At the meaning end, speakers begin with the intention of effecting listeners and turn this intention into a plan of an utterance; at the end, listeners recognize the speakers’ plan and infer their intentions. The similarities of speaking and listening are both deals with the same structural units: phonetic segments, words, constituents, sentences, speech act, and discourse structure.

2.3.1 The Ideal Delivery

The ideal delivery is defined as the correct way of executing a sentence. A speech can be delivered correctly without errors. The ideal delivery can be categorized when people know whatever they want to say and do nothing with speech errors as well as they speak very fluently. For theories of speech production the ideal delivery is the important central. They all assume that people strive for the ideal delivery and every deviation point to something that has gone wrong in planning or executing.

Clark (1977 : 261) states, “In the ideal delivery, most types of clauses are executed in a single fluent speech train under one smooth intonation contour. On the other hand, the “grammatical junctures” between these clauses may contain momentary pauses. Language has been designed this way so that speakers may breathe without interrupting fluent speech.” It means speakers can stop momentarily to take a breath in the exact clause to give the right interpretation for the listener. The execution of each clause between junctures takes a fixed amount
of time; any pauses that appear within the clause are obligatory and vary little from one execution to the next. Nevertheless, the junctures themselves may vary considerably in length depending on whether or not the speaker takes the opportunity to breathe or to stop momentarily.

People should try for an ideal delivery. Ideal delivery makes the speakers understand themselves, because speech with breaks that are not at constituent boundaries is difficult to understand. In the ideal delivery, all breaks will be at grammatical junctures will help because they will give the right interpretation for listeners. Furthermore, people who speak fluently will be considered as the cleverer, abler and more effective person rather than people without the same fluency. In addition, the listener will think impolite way to do the speech errors such as false starts or hesitation in speaking. It means the speaker does not have something to say. So, it is only natural, in most circumstances, to strive for the ideal delivery.

Ideal delivery is frequently heard in the speech of actor, practiced readers, orators, reader-news, etc. they execute most types of sentence in a single fluent speak under one smooth intonation. It is reasonable that everyone wishes to be able to give the ideal delivery for ideal delivery can indicate some positive points.

2.3.2 The Sources of Planning Difficulty

In planning of speech, the speaker takes time and more time on some occasions than the others. Speakers sometimes do the hesitation, fits and starts or make any variety of speech errors. From the research on speech errors, planning
can become difficult for cognitive reasons, from situational anxiety, and for social reasons as follows:

1. Cognitive Difficulty

The first source of planning difficulty could be called cognitive difficulty. People take longer time to produce sentences on topic using the abstract words than the concrete words. A sentence that uses the concrete words, such as “book”, “table”, “pen” and so on are easier to execute than a sentence on abstract objects such as “happy”, “sad”, “glad” etc. Moreover, explaining is harder than describing something because speakers take longer time in selecting the right words to express them. For example, when someone is asked to explain an event, such as an accident, the speaker may undergo the hesitation in explaining it. He feels harder to explain it in the right order and in explaining there are many reasons, ways or demands that are needed. While in describing a certain house, the speaker can imagine about the location, the surrounding and the distance. The speaker feels easier to choose the right words for describing it. The speaker does not need reasons in describing, but just giving the descriptions of the concrete things.

2. Situational Anxiety

A second source of speech errors is situational anxiety. This is happened because of a certain situation that makes a speaker become tense, anxious or worry about it. Then, they tend to produce the hesitation in speaking. The anxiety breaks up the planning and execution that become less efficient. For example, the police will be difficult to get the actual information from somebody who has just robbed in the market, because he is still anxious and
becomes shocked from what has been happened to him. He tends to produce the hesitations and some speech errors in describing and explaining the situation at that time.


The final source of difficulty is social factors. Most people do the communication in conversation or spoken from rather than the other forms of communication, because the hearer can grasp the words or messages from the speakers hesitate too long, the speaker will take over the conversation. So, the speakers should make clear what they want to convey from the beginning to the end without any speech errors.

Beside, speakers hesitate a lot dialogues than monologues. In dialogue, the speakers speak fast while in monologue the speakers select the words carefully. So, the speakers should concern to their audience by getting their intention.

2.3.3 Common Types of Speech Errors

Talking seems to require little thought or effort. People think about what they want to say and their tongues seem to take care of the rest, automatically putting their thoughts into words. They find themselves planning where to start, what to include and what to omit, what words to use, and what route to take. Speakers may hesitate midsentence to pick just the right word, pause between sentences to plan what to say next, and correct phrases they have just spoken. Even when they know what they want to say,
they may stutter, slips of the tongue, and give other evidence of intricate processes at the phonetic level.

It is discovered that people who speak slowly hesitate a lot. People who speak fast do not hesitate much. When people speak, they tend to make errors and seem almost every speaker make these errors. Thus, we call this “Common Speech Errors”. The common types of speech errors are mentioned as follows:

1. Silent Pauses

   Silent pause means a period of no speech between words. Speed of talking is almost entirely determined by the amount of such pausing. People who speak slowly hesitate a lot, and when they speed up their rate words, they do it by eliminating the pauses, not by shortening the words. Silent pause is symbolized by [/].

   For example:
   - Let’s go to the // cinema now!
   - Please, open the // door!

2. Filled Pauses

   Filled pause is the second type of speech errors. It is a kind of hesitation pause. Filled pause means the pause or a gap filled by “ah”, “er”, “uh”, “mm” or the like when the speaker speaks slowly. Filled pause is symbolized by [........]

   For example:
3. Repeats

The third of the speech errors is repeats. Repeats mean spoken make the repetition of one or more words in a row. It is usually happened when people speak spontaneously and fast. Repeats is symbolized by [/].

For example:

- Please, open the door / the door!
- Let’s go to the cinema / cinema!

4. Retraced False Starts

The fourth of speech errors is false starts (retraced). Retraced false starts are corrections of a word. Retraced false starts also include the repetition of one or more words before the corrected word. False starts (retraced) are symbolized by [\].

For example:

- Please, open the window \ the door!
- Let’s go to the school \ the cinema!

5. Unretraced False Starts

Unretraced false starts are the fifth type of speech errors. This type is similar to retraced false starts. However, these unretraced false starts do not include the repetition of one or more words before the corrected word. The speakers change corrected words to the right ones directly without
repeat the words before the corrected words. Unretraced false starts are symbolized by [\].

For example:

- Please, open the window \ door!
- Let’s go to the school \ cinema!

6. Corrections

Corrections happen because speakers know a good deal about how they select the words they are going to say. In each correction, speakers replace certain old words with the new ones, indicating that the old words had been misplanned. Corrections phrases are signal why speakers are interrupting themselves. (Dubois 1975) in Clark (1977 : 270) has noted the correction phases “that is” : reference editing, “or rather”: nuance editing, “I mean” : mistake editing, “well”: claim editing. It is symbolized by [–].

For example:

- Please, open the window—I mean, the door!
- He arrived late last night – or rather, in the early hours this morning
- She really loves Jack – that is, Jessica does
- We have an examination next week – well, on Monday, 21st of August

7. Stutters

Stutters are not of the speech errors. Speakers do the stutters because they are hesitant, stumbling, tense, jerky or nervous. Stutters are
signed by repeating one letter or syllable for many times before a certain word that will say next. Stutters frequently occur when people give the speech in the spontaneous situation because they have to plan the expressions in words in mind before delivery.

Stutters or stammers are caused:

a. A history of stammering in the family.
b. Some delay in acquiring language or articulation.
c. Considerable emotional stress

Stutters are symbolized by [ - - -]

For example:

- Please, open the d-d-d-door!
- Let’s go to the ci-ci-ci-cinema!

8. Interjections

Interjection is happened when speakers remember about something, which is still related to the topic of the speaking suddenly. It is symbolized by [* .... *].

For example:

- Let’s go to the *eh*, cinema!
- Please, open, *ah*, the door!

9. Slip of the Tongue
Slips of the tongue are one of the common speech errors. It is symbolized [→] and slips of the tongue can be distinguished into a number of subtypes:

a. Anticipation is the speaker intended to say “get me the pen”, but said instead “pet” me the “pen”, anticipating the “p” at the beginning of “pen” in his pronunciation of “get”.

b. Perseveration is the opposite of anticipation

e.g. Get me the pen→get men the gen

c. Reversal is two segments are interchange. Reversal occurred in two syllables.

e.g. Radio→Dario

d. Blends is the speaker blends two words together taken the first half of one, and the second half of the other

e.g. Ladies and Gentlement→lateleman

e. Haploglases is the speaker leaves out a short stretch of speech it can ommited on syllable

e.g. beautiful girl→beauful girl

f. Misderivation is the speaker attaches a wrong suffix or prefix to the words.

e.g. unbelievable→misbelievable
g. Word Substitution is the speaker produces the word that is wrong
difficulty related idea semantically or phonologically to the word intended.

e.g. the shops are open→The shops are close
III. ANALYSIS

3.1 The basic Types of Speech

These following types of speech are based on the purpose of the speakers. They are:

a. The speech to Entertain

A public speaker should have the ability to satisfy people by entertaining them because one of the universal demands of humanity is for enjoyment. To entertain people seems easy, but when the speakers attempt to entertain, on the other hand, they may make their audiences get bored.

The materials of entertaining speech can be got from many sources. They can be presenting novel and interesting information, gossip about unusual people and attractive events. They should be presented not to impart a basic understanding of the subject but to provide an interesting diversion. Nevertheless, although human is not essential as the basis of every entertaining speech, it is certainly an important element. Those materials may be provided long as they can entertain the audiences.

b. The Speech to Inform

The ability to present information in an understandable fashion through public speech is therefore important. The purpose of the speech for information is: first, to secure a dear understanding of the ideas presented.
The second purpose is to create an interesting information. People absorb information more easily when it is made interesting. However, the speaker must remember that the main point to inform or to transfer of knowledge. In addition, speaker should talk slowly enough to be understood and rapidly enough to make more interesting.

c. The speech to Stimulate (or to Actuate through Emotional Stimulation)

The purpose of this type of speech is primarily to arouse enthusiasm or to deepen emotion. The speaker must attempt not only to stimulate his listener but also whenever possible to direct them toward a definite course of action. The speaker must not only arouse the people, but he must arouse them about something definite, and if possible give them something to do. Then, if he is to secure the best results, he must strive also to make that enthusiasm or emotion lasting.

Anniversary memorials, dedications, commencement exercises, and the like usually present such situation. On these occasions, there is the opportunity to recall the traditions and ideal, patriotic, religious, and social to which people offer the chance to deepen the reverence and enthusiasm of the audience for the lives and principles of the great person.

Furthermore, the speaker’s presentation should be dynamic and enthusiastic. At any event, be well enough prepared that the speaker will not have to hesitate or use notes. Speaker can also use his hands to emphasize a certain idea.
d. The speech to Convince (or To Actuate through Conviction)

This speech is concerned with conviction, changing existing beliefs or instilling new ones to the audiences. The purpose of this speech is to make the audience want to do what the speaker’s propose rather than feel that they have to. For this reason, the speaker should impress the listener with a motive for believing that is, self-preservation, power, profit, pleasure, pride, etc. In addition, the speaker will have to create or retain an emotional attitude favorable to believe in the speaker’s proposal such as anger or sympathy. However, the speaker’s style or delivery should be adapted to the occasion and the audience. It depends upon the speech situation.

e. Answering questions and Objections

After finishing the speech, a speaker is usually confronted by questions or objections from the audience. The answers of the questions should be first to satisfy the questions. Questions are asked for these reasons to secure additional informations, or to raise an objection to what has been said. To satisfy the questioners, therefore, a speaker must either give him the additional facts he demands or convinces him that his objection is invalid. Second, to satisfy others in the audience. A speaker’s answer must be directed not only to the questioner himself but also to the others whose objection he has voiced. Third, to retain the speaker’s prestige. A speaker’s answer will have as its primary object the retention of a speaker’s prestige; the speaker’s attempt will be to retain command of the situation.
3.2 Speech Errors Made by Global TV VJ The Music Programs

The previous chapters are close related to the analysis. The theory that has mentioned before is to support the analysis. Therefore, the psycholinguistics aspects are the basic of this analysis.

The analysis is taken from Global TV VJ the music program. Those programs are ‘Global TV’ at 11.00 till 12.00 a.m and 22.30 till 23.30 p.m. Thus, the writer has 10 samples as the data to be analyzed.

The music programs are entertaining programs. Therefore, the type of the speech is included the speech entertain. Besides, Global VJs Global actually do not only give the entertaining speech, but also they present the information about music, including the singer, the process of composition of the new songs, interview with the artist and so on.

Now I will analyzed those speech errors made by the VJs when they presented the music programs.

A. Global TV music programs (11.00 – 12.00)

Data I

VJ : Marissa Nasution

Date : 3 July 2008

1. Hello – hello everybody. Here you go. Chickens sits here on my,-- well, knee. That very small it is

2. And // you have to get the copy. It is really-really good. Trust me!
3. And now, we have a request. Tatto, do you wanna a request? Here you go. Hold on to out, that, **ups,ups,ups…** it not working  

4. Tatto // here you go!  

5. Do you think it is really nice? – I meant, I want it figure himself because it is pretty hard  

6. And, who does she like? – well, here I go. It is Tattoo  

7. And // of course, your request. You’ve got the one you know. You’ve got Tattoo,”Ooops….. I did it again”  

8. And you know? I think it’s actually really nice – I **mean**, you should get the clips  

9. You know, **er**, three dimension  

10. And // I must read this  

11. You’ve got the clip from Five “Until The Time Is Through”, **ah,uh,sorry**, “Until The Time is Through”  

12. And she’s got// also these things// monkey, from Global TV  

13. Ok, and here is the big // The music right here  

14. It is so nice, so I think. I’m // gonna get this one.
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<th>No</th>
<th>Silent Pause (//)</th>
<th>Filled Pause (.....)</th>
<th>Repeat (/)</th>
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<th>Unretrace (/)</th>
<th>Correction (--)</th>
<th>Stutters (- - -)</th>
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Marissa most does silent pause in this show. She does 8 times. The other speech errors are filled pause 3 times and corrections are 4 times. She has a good performance to present this program as a VJ.

Data II

VJ : Daniel
Date : 5 July 2008
Topic : Interview with Jason Lou

1. it says, er, it’s gonna be a big surprise. I’ gonna tell you. His name’s Lou.
   Jason Lou

2. I know / know a little / little bit about it

3. Oh, well, er, yes take her best

4. I get it, eh, eh, ups, here you go

5. O-o-o-okey, er, what does he have here?

6. Ok, I tell Donita, er, but you said hello.
7. I am Rodrigo Armelanoeve Junior of Lobansing Foblasionc, er, Fob…, is this right? Foblasionc, yes!

8. I hope you l-l-like it

9. I would like to, er, for you to play ‘Love me for reason’ from my favourite pop singer Dido.

10. *Oh*, I w-w-will do that for you, no problem

11. I’m sure we have w-w-woke up the Clip

12. Ok, we will have, er, read an email, ok? Email request

13. This’s from Sonita. And, mm, *ya*, I think we have a request from Tata.
   Hello Tata!

14. She would like something, er, by Lou about Evening News

15. So, w-w-what’s talking about this?

16. And // now Lou, you / you p-p-produce all these songs?

17. And there is no one / one sound like active sound as some examples. John
   Fack in the back?

18. Was / was that real drink?

19. You / you open the music?

20. Has, ee, /has anyone f-f-forced to / to produce?

21. So / so far that is available in // Malaysia

22. So, mm, er, you are Malaysia, right?

23. So // do you, er, you have, er, photographed you in cooperating to any Malaysian to the show?

24. Alright man, so, er, if / if you, er, / if you, er walk // as well go on and get this man
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Daniel has done Filled Pause for 16 times in this show. He hesitates a lot and he does the other speech errors for several times as in table of data II. He did the speech errors, because his own style of speaking is more slowly than the other VJ. He is very funny with his muppet voice, curled eyebrows, and dopey chuckles.

**Data III**

VJ : Marissa Nasution

Date : 29 August 2008

1. We are **m-m**-Mary Grace, Joanne and Jane Aringga.
2. We would like to request for any songs from the artist of the month Atomic Kitten.
3. They are s-s-solid gold friends.
4. Dear VJ, Hallo Jamie, Donita, Marisa, and Daniel.
5. ‘Cause we have, mm, the music address coming up now.
6. Or you can, mm, go to the website www dot Global TV // dot com, aa, slash
7. Oke to, mm, give us your request and // if you like we // play your request on the show.
8. Ok, next step we have a fax from // Carissa and she wants a request // ‘Do we Rock’ by Point Break.
10. Ok, let’s // listen what does she want to say.
11. Ok // next, we have an email. Coming from, er, from who’s that? Buck’s head, 666, ee, you want Susy ‘Breaks out’ by the Fool Fighters.
12. Ee, the song is dedicated to….
13. Ee, that’s it! Oke Mac. Thank you for the email. Here come to the request, Fool Fighters, Break Out”.
14. This request is from Brad / Brad Lacasandu.
15. Ok Brad. Now, before I play your request, mm, from “The Bottom of My broken Heart.
16. I have to pick “The Request of The Day and I’m, mm, you know what? They are all very good.
17. Ok, so congratulation to you // to, aa, Mary Grace, Joanne, John Aringga…

18. I haven’t been doing this program for / for so long, so I forget

19. Ok, now, mm, Brad. Here’s come your request and think you for watching and // catch me next time. Okey, bye-bye. Take care!

---

### Table 3 Number of Speech Error in Data III:

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<th>Unretracted (\)</th>
<th>Correction (--)</th>
<th>Stutter (\ - -)</th>
<th>Interjection (<em>….</em>)</th>
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Marissa has a good ability in speaking. However, she does filled pauses 13 times and silent pauses 10 times in this show. She has dynamic personality and she is so nice presenting this show.

**Data IV**

VJ : Donita

Date : 30 August 2008

1. Welcome to Global TV with me Donita. You like my // you know, sporty look

2. Now, I’m, **mm**, looking good today

3. So, **aa**, we don’t have to show it

4. Okey, this is the first request // for today. And, **aa**, it is, **aa**, great one….

5. Now this particular request, **ee**, I was told is, **aa**, from a guy name, Richard

6. Ok, so here is, **ee**, the new one // and // the old one
7. It is, **er**. Hi....

8. This is, **mm**, I already had Crush

9. So // can I give her Jovi’s t-shirt

10. **Mm**, anyway, **mm**, I’m going to play for you Jovi // and, **mm**, ‘Always’.
    
    Hope you enjoy the t-shirt and the video

11. I hope you wake up because you’ll take out this // address. Write it down

12. **I want to play** → you to play for me, Miss your love by Savage Gardens

13. I want to dedicated to, **ee**, Baldwin. The hit name boys, **Oryo** \- aryo, Nanda, Doni, can’t read sorry, Anggi and to my friends in, **er**, Tarakanita

   I. I think, we don’t hve any Savage Gradens stuffs. But it’s, **er**, may be next time ya!

14. I got the Gil // cap, Gil t-shirt // also Trade Mark

15. I like // now, **er**, *Aa*, sorry .... I didn’t mean, **er**, there is no dedication here

16. She will request for the Cruse, **er**, no, I’m not here

17. Request of the day goes to // this one or that one? You pick!

18. Congratulation to Eva

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<tr>
<th>No</th>
<th>Silent Pause (/)</th>
<th>Filled Pause (…,..)</th>
<th>Repeats (/)</th>
<th>Retraced ()</th>
<th>Unretaraced (/)</th>
<th>Correction (--)</th>
<th>Stutters (- - -)</th>
<th>Interjection (<em>…</em>)</th>
<th>slip of the tongue (→)</th>
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</table>

Table 4 Number of Speech Errors in Data IV:
VJ Donita is Global and she is so calm in presenting this show. She is very good as a VJ. However, she still does some speech errors anyway. The most frequent speech error that is uttered by VJ Donita is filled pause. She does filled pause for 18 times and silent pause is 12 times.

**Data V**

VJ : Marissa Nasution

Date : 31 August 2008

1. Welcome to the show, I’m Marissa and this // is a very cool request

2. But I, **mm**, this is the fake one. This is actually not // used. This is quite new.

3. Because we don’t like s-s-smelly stuff

4. This request is from // Harry. Thank Harry from Solo, Indonesia

5. And, **mm**, the song is dedicated to the all of VJ

6. Therefore, we would to play // your request. Which one we gonna play?

7. We’re gonna play “Higherground” for you, and, **mm**, sabar ya! We’ll send you this CD Red Hot Chilli Pepers. Very cool

8. Cruse forever! This is, **er**, a very big fan. I like cruse. I like Cruse, too. Actually, I used to listen to him all the time // But now, not anymore. I listen to Cruse now?”
9. Can you play free // no. “These days” or just anything. Can you play “These Days”

10. Aa, I’m just a too little crazy about them

11. I’ve been waiting for this whole life \ for this whole thing of my life \ for this whole thing of my life \ I’ve been waiting for this the whole of my life

12. My life whole \ whole life \ my whole life

13. Ok, Jennie, aa, let’s play for turn // you request

14. And, mm, here’s your request, These days

15. Mm, address coming up, right now. So pay attention and write down. Here you are.

16. Please, show this \ please show because this day is my birth day first

    August is just past but happy birth day anyway

17. Ok, next request, ee, is email

18. Mm, but you know what? This is excellent example of recycling. Sendal // Jepit we cal it in Indonesia

19. I’m not // talking this, mm, as ‘request of the day’ because you’re from Indonesia but because you’re very good

20. And, thank you to everybody, er, presenting in your request. Here come “Cowboy” by Kid Rock, Resavi of Singapore. Thank you for watching and // see you soon on Global TV, I like.
Table 5 Numbers of Speech Errors in Data V:

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<th>No</th>
<th>Silent Pause (//)</th>
<th>Filled Pause (,....,)</th>
<th>Repeat (/)</th>
<th>Retraced ()</th>
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For this time, Marissa does filled paused 12 times, silent pauses 10 times and repeats 5 times as well as stutters once.

**Table 6 The Total Number of Speech Errors in Data I—V**

<table>
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<th>Common Speech Errors</th>
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<td>10</td>
<td>12</td>
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<td>Unretraced False Starts ()</td>
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<td>Corrections (-- --)</td>
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<td>Stutters (- - -)</td>
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<td>Interjections (* .... *)</td>
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<td>Slips of the Tongue (→→)</td>
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As a result, each VJ has own style of speaking in presenting those programs. There are three VJs to be explained here. First, VJ Marissa admits that she is a noisy VJ and she loves her job so much. Second VJ Daniel has the chanel’s resident clown. His appearance on Global TV looks so friendly and
humorous as his quality as a VJ. Third, Donita has demure exteriors into thinking that she has a mild-manner VJ that the audience have all come to love. There is also a side of her that harbors a natural attraction to thrills.

The total percentage of each speech errors are:

1. Filled Pauses : \( \frac{71}{167} \times 100\% = 42.52\% \)

2. Silent Pauses : \( \frac{49}{167} \times 100\% = 29.35\% \)

3. Repeats : \( \frac{16}{167} \times 100\% = 9.58\% \)

4. Corrections : \( \frac{8}{167} \times 100\% = 4.75\% \)

5. Retraced False Starts : \( \frac{7}{167} \times 100\% = 4.20\% \)

6. Stutters : \( \frac{7}{167} \times 100\% = 4.20\% \)

7. Interjections : \( \frac{5}{167} \times 100\% = 3.00\% \)

8. Unretraced False Starts : \( \frac{3}{167} \times 100\% = 1.80\% \)

9. Slip of the Tongue : \( \frac{1}{167} \times 100\% = 0.60\% \)
IV. CONCLUSION AND SUGGESTION

4.1 Conclusion

The errors made by the broadcaster of Global TV are nine aspect when they present is psycholinguistic review. The errors are:

1. Filled Pauses: \[ \frac{71}{167} \times 100\% = 42.52\% \]

2. Silent Pauses: \[ \frac{49}{167} \times 100\% = 29.35\% \]

3. Repeats: \[ \frac{16}{167} \times 100\% = 9.58\% \]

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7. Interjections: \[ \frac{5}{167} \times 100\% = 3.00\% \]

8. Unretracted False Starts: \[ \frac{3}{167} \times 100\% = 1.80\% \]

9. Slip of the Tongue: \[ \frac{1}{167} \times 100\% = 0.60\% \]
The dominants error is filled pause (42.5%) and slip of the tongue is a bit errors (0.59%). And the factors are caused by speech errors that are experience by the presenter are as follows:

a. Filled paused is caused of nervous
b. Silent Paused is caused of slowly hesitate
c. Repeats is caused of Spontaneously and fast
d. Correction is caused of misplanned
e. Retraced false starts is caused of nervous
f. Stutters is caused of nervous
g. Interjection is caused of jerky
h. Unretraced false starts is caused of nervous
i. Slip of the tongue is caused of tense

Psycholinguistics deals with the process how people produce the language. Psycholinguistics is the study of language acquisition relates to the language learning and linguistic behaviour refers to the process of competence and performance. In other words, the mechanism of psychology has the important role.

Language is a tool of communication and interaction. Communication with language runs through two basic human activities: speaking and listening. People talk in order to convey their thoughts, facts, ask for favours, and make promises and other listen in order to receive these informations.

It is reasonable that everyone wishes to be able to give the ideal delivery. A speech should be delivered correctly and fluently without errors. The speakers
can stop momentarily a pause to take a breath in the exact clause to give the right interpretation for the listeners. There is no misunderstanding between speaker and listener. The speakers can be successful in speaking if the listeners understand the message, informations they hear.

However, the speakers always do the speech errors because of many things. The speakers have not formulated their planning fully; they already starts the execution. The others sources in planning difficulty are cognitive difficulty, situational anxiety and social reasons. The common speech errors are silent pauses, filled pauses, repeats, unretraced false starts, retraced false starts, corrections, stutters, interjection and slip of the toungue. Anyhow, the speech errors also occur in Globat TV VJs speech. Here, the VJs speak spontaneously to convey the informations. In this situation, they frequently make various common speech errors. Moreover, most of the VJs are bilingual speakers. In conclusions, the speech errors do not only occur in native speakers, but also bilingual speaker.

As the result of the analysis, filled pauses are the most frequent speech errors that are uttered by VJs. The next following speech errors are silent pauses, repast, corrections, retraced false starts, stutters, interjections, unretraced false starts, and slip of the toungue.

4.2 Suggestion

Studying speech errors is an interesting task. It is important to analyzed the speech errors of VJs in presenting the music programs.

It is very important for the VJs to give the ideal delivery without errors where most types of sentences are executed in a single fluent speaking under one
smooth intonation. Therefore, the ability of VJs should be increased in order to give the understandable informations to the audience. Because the purpose of speech is to communicate and its effectiveness must be judged by the reaction of the audiences. It is extremely important that VJs catch the audience’s interest. The more attractive speech they give, the number of the audiences will be more increased. Furthermore, they will be more well known. Thus, the competition with the other station does not become the problems anymore because the VJ gives a certain image and it will increase the income of Global TV by increasing of the advertisement.
BIBLIOGRAPHY


