CHAPTER II

THEORETICAL FRAMEWORK

2.1 Execution of Speech Plans

Speaking is the process which consists of two fundamental types of activity: planning and execution. Before speaking, the speaker plans what they want to say in their mind, then they put their plan into execution, uttering the segments, words, phrases and sentences that make up the plan. However, it is difficult to find when the speakers actually begin to plan because usually they are planning what to say next while executing what they had planned moments before. So it is impossible to say where planning leaves off and execution begins.

Clark and Clark (1977:224-225) say that there are some steps before speakers execute their speech, they are:

1) Discourse Plans.

This is the first step for speakers to decide what kind of discourse they are participating in whether they want to tell a story, converse with other people, give instructions, describe an event or the like. 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.

After the speakers are given the discourse and their intention to produce a sentence with the right message, they must decide on the speech act, what to put as subject, new information, and what to subordinate to what. They also have to decide of how
they will utter their speech: directly (by means of literal meaning), or indirectly (by means of irony, understatement, other indirect rhetorical devices).

3) Constituent Plans.

In this time, the speakers begin planning sentence constituents. They have to 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, stress, and intonation pattern that will be executed at the next step.

5) Articulation.

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

Speaking is a complicated process to analyze. Historically, the study of speaking has confronted investigators with very tough problems. One of the toughest is that because it is difficult to exert control over what people say, it has been difficult to conduct experiments to
study it. However, the rough outline above shows the division speakers generally take before executing their speech.

2.1.1 The Ideal Delivery

The ideal delivery is a term which is the opposite of Speech Errors. The ideal delivery is defined as the correct way of executing a sentence. According to Clark and Clark (1977:261), “we can call one sentence as the ideal delivery when it is executed in a single fluent speech train under one smooth intonation contour”. Ideal delivery can be settled if the speakers know what they really want to say and say it fluently except in what we call as Grammatical Juncture. This is because in the ideal delivery speakers can breathe at juncture but not within clauses.

According to Clark and Clark (1977:297), there are three hesitations points at which speakers are liable to stop for planning:

1. Grammatical Junctures

   It is the logical place to stop and to plan the sentence’s skeleton and the first constituent of the upcoming sentence. Pause at these junctures tend to be long and frequent.

2. Other constituent boundaries

   Within sentences these boundaries are the appropriate place to stop and to plan details of the next major constituent. This stopping place typically marked by a filled pause.
3. Before the first content word within a constituent

This stopping place, like the previous kind, gives speakers time to plan the very next major constituent. It is typically marked by a *silent pause* or by a *repeat* of the beginning of the constituent.

From the three hesitation points above, we can find that in ideal delivery Grammatical Juncture is the only place in sentences where speakers may pause to take a breath before continuing the sentence without interrupting fluent speech. Besides, there is another obligatory pause that is called conventional pauses and serves a specific linguistics purpose. For example:

1. Her brother the dentist is as ugly as a mule.

2. Her brother, the dentist, is as ugly as a mule.

From the examples above, we can see that the “comma pauses” in 2 give a different interpretation from 1 and must therefore be present to signal this interpretation. So, Ideal delivery has these characteristics.

In speaking activity, everyone wants to make that ideal delivery. One of the reasons is to make them better understood because if there are so many breaks in speech, and not in constituent boundaries, speech is very difficult to understand (Clark& Clark 1977:261). This is because, in ideal delivery all breaks will be at grammatical junctures not within clauses. Other reason is that people who speak fluently are very likely judged cleverer, abler, and more effective than the people without the same fluency. So, it is natural, in most circumstances, to strive for the ideal delivery although it is very difficult to make it in the process of speaking. So even if they should run into difficulty planning a constituent, they should try to execute it as much as a single unit as they can.
2.2 Speech Errors

Speech Errors are some errors made in the process of speech production which occur regularly in normal conversation so that speech errors are the opposite of ideal delivery. Lashley (1958) in *Psycholinguistics* noted that “when we think in words, the thoughts come in grammatical form with subject, verb, object, and modifying clauses falling into place without our having the slightest perception of how the sentence structure is produced.”

There are some patterns of speech errors according to some experts. For example, Maclay & Osgood (1959) in Gleason and Ratner’s (1998 : 318) state that hesitation (unfilled pauses) are more likely to occur before content words such as nouns, verbs, and modifiers, than before function words such as articles, helping verbs, and so forth. It is of interest to note that in the study of the speech produced in seminars, classes, business meetings, and similar context, in both planned talks and spontaneous conversation. While Deese (1978, 1980) in Gleason and Ratner’s (1998 : 318) found that speakers used complete sentences, 98% of which were grammatically correct. Therefore, this thesis will also analyze briefly about the patterns of speech errors based on the findings.

There are also some opinions about the terms of speech errors. Some experts like Gleason and Ratner called speech errors as slips of the tongue and some other used the term speech disfluencies to call this errors. While in Clark and Clark (1977), slips of the tongue or tongue-slips is one of the type of common speech errors itself.

So in this thesis, the tongue-slips will be explained separately based on Fromkin (1973) in Clark and Clark (1977: 274) so that it will be easier to classify and understand all of the speech errors types.
2.2.1 Common Types of Speech Errors

The Common Types of Speech Errors based on Clark and Clark point of view (1977) are:

1. Silent Pause

Silent pause is a period of no speech between words. In the process of speaking, speed of talking is almost entirely determined by the amount of such pausing. It is considered that people who speak slowly hesitate a lot, but when they speed up their rate of words, they will do it by eliminating the pauses, not by shortening the words. According to Maclay and Osgood (1959) in Clark and Clark’s (1977:262), fast speakers are fluent because they do not hesitate much, and slow speakers are not as fluent because they hesitate a great deal.

It is symbolized by [ // ]

For example : 1. Turn on the // heater switch

2. Filled Pause

Filled pause is a period or gap filled with fillers when speakers speak slowly. In Linguistics, fillers are sounds or words that are spoken to fill up gaps in utterances for example the words _uh, ah, mm, er_ or the like. Different languages have different characteristic filler sounds; in English, the most common filler sounds are _uh, er_ and _um_. _Like, y’know_ and _basically_ are more prevalent among youths.

It is symbolized by [ .... ]

For example : 1. Turn on, uh, the heater switch
3. **Repeats**

Repeat is the situation where speaker repeats one or words in a row.

It is symbolized by `[ / ]`.

For example:  
1. Turn on the heater / the heater switch  
2. Those / those dirty cups

4. **Retrace Falls Starts**

Retrace Falls Starts is a correction of a word including the repetition of one or more words before the correct word.

It is symbolized by `[ \ ]`

For example:  
1. Turn on the stove \ the heater switch  
2. Those clean \ those dirty cups

5. **Un-retrace Falls Starts**

Un-retrace Falls Starts is almost similar with Retrace Falls Starts but there’s no repetition of one or more words in a row.

It is symbolized by `\`.

For example:  
1. Turn on the stove \ heater switch  
2. These \ those dirty cups
6. Corrections

Corrections happen when the speaker replaces certain old words with the new ones, indicating that the old words have been misplanned. The category called corrections are like false starts, except that they contain an explicit corrections phrase like I mean, or rather, well or that is to mark the phrase as the corrections. … that is (reference editing), or or rather (nuance editing), I mean (mistake editing), Well (claim editing).

It is symbolized by [-]

For example :  Turn on the stove switch—I mean, the heater switch

7. Stutters

Stutters happen when the speaker feels hesitate, stumbling, tense, jerky or nervous. Stutters are signed by repeating one letter or syllable for many times before a certain word that will be said next.

It is symbolized by [---]

For example :  Turn on the h-h-h-heater switch

8. Interjections

The word "interjection" literally means "thrown in between" from the Latin inter ("between") and iacere ("throw"). Interjections indicate that the speakers have had to stop to think about what to say next. In this situation, they select a particular interjection to signal why they have had to stop. Actually, interjection is almost similar with filled pause but Interjections are used when the speaker encounters events that cause these emotions — unexpectedly, painfully, surprisingly or in many other
sudden ways. The interjection’s words are *oh, ah, well*, and *say*. Interjection happens when the speaker remembers about something, which is related to the topic of the speaking suddenly. English words used mostly as interjections include ugh, wow, ouch, scat, alas, and eureka.

It is symbolized by [*……*]

For example: 1. John would like, *oh*, carrots. (oh: referent selection)
   2. John would like—*ah*, carrots. (ah: memory success)
   3. John would like, *well*, carrots. (well: word approximation)

See other example below:

As I entered the room — *Oh*, my goodness! What I saw! — he was still standing there.

### 2.2.2 Common Types of Tongue-Slips

**Slips of the Tongue (Tongue-Slips)** based on Fromkin (1973) consist of some subtypes and it is symbolized by [*→*], they are:

1. **Anticipation**

   Anticipation is where an early output item is corrupted by an element belonging to a later one.

   For example: reading list → leading list.
2. **Perseveration**

Perseveration is the opposite of anticipation. Where a later output item is corrupted by an element belonging to an earlier one.

For example: waking rabbits → waking wabbits.

3. **Reversal**

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

For example: radio → dario

4. **Blends**

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

For example: ladies and gentlemen → ladlemen

5. **Haplologies**

Haplologies are the speaker leaves out the short stretch of speech. It can be omitted on syllable.

For example: beautiful girl → beauful girl

6. **Misderivation**

Misderivation is the speaker attaches a wrong suffix and prefix to the word.

For example: unbelievable → misbelievable
7. **Word Substitution**

Word Substitution is the speaker produces the word that is wrong, difficulty related idea semantically or phonologically to the word intended.

For example:
- the shop are open → the shop are closed
- Some swimmers sink → Some swimmers drown