SPEECH ERRORS UTTERED BY BEAUTY INFLUENCER TATI WESTBROOK ON *GLAMLIFEGURU* YOUTUBE CHANNEL

THESIS

Submitted as Partial Fulfillment of the Requirements for the Sarjana Degree of English Department Faculty of Arts and Humanities State Islamic University of Sunan Ampel Surabaya



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ABSTRACT

Imelda, Devi Qomaria. 2018. "Speech Errors Uttered by Beauty Influencer Tati Westbrook on GlamLifeGuru YouTube Channel". English Department, Faculty of Arts and Humanities. State Islamic University of Sunan Ampel Surabaya.

The Advisor : Raudlotul Janah, M.App.Ling

Key Terms : Speech Production Speech Errors Slip of The Tongue Tati Westbrrok

This study aimed to identify the utterances of Speech Errors and it's factors. Speech errors is the condition when the speakers make mistakes because they intend to say one thing but something else comes out instead. Speech errors may occur when speakers have difficulty to selecting the right word. We can found this condition when the speaker pause their speech. It is because they need time to search or selecting the right word to utter. Speech errors usually happen in spontaneous speech.

In conducting this study, the researcher used descriptive qualitative method to analyze the data. The writer used one theory from Clark and Clark about speech errors, the types of speech errors, and the factors influencing speech errors. The data are collected by identifying speech errors based on the types of speech errors and analyze the speech errors based on the factors that influence the speaker is produced speech errors.

The result shows that there are 279 utterances of speech errors that found in 10 videos of Tati Westbrook. Filled pause is the most frequent of speech errors that uttered by Tati Westbrook, while the fewer errors occurred are stutter and slips of the tongue. Those data shows that Tati Westbrook has difficulty in planning her speech. It is because some of the reasons that she made her video in spontaneous speech. She is not used any script to give the explanation and the description about the product. The speech errors that uttered by Tati Westbrook are categorized as normal, because the listener can understand the whole content of her video and didn't feel distracted about the errors.

INTISARI

Imelda, Devi Qomaria. 2018. "Speech Errors Uttered by Beauty Influencer Tati Westbrook on GlamLifeGuru YouTube Channel". Jurusan Sastra Inggris, Fakultas Adab dan Humaniora. Universitas Islam Negeri Sunan Ampel Surabaya.

Dosen Pembimbing : Raudlotul Janah, M.App. Ling

Kata Kunci : Produksi Kalimat Kekeliruan Kilir Lidah Tati Wetsbrook

Penelitian ini bertujuan untuk mengidentifikasi ujaran kekeliruan dan faktor yang menyebabkan kekeliruan tersebut terjadi. Kekeliruan adalah kondisi dimana pembicara melakukan kesalahan dikarenakan apa yang pembicara ingin sampaikan berbeda dengan apa yang disampaikan. Kekeliruan mungkin terjadi pada saat pembicara membutuhkan waktu untuk mencari dan memilih kata yang tepat untuk diucapkan. Kekeliruan biasanya terjadi secara spontan.

Dalam pelaksanaan penelitiannya, penulis menggunakan metode analisis deskriptif kualitatif untuk menganalisa data. Penulis menggunakan teori Clark dan Clark tentang kekeliruan, tipe-tipe kekeliruan, dan faktor-faktor yang menyebabkan kekeliruan. Data dikumpulkan dengan menganalisis tipe-tipe kekeliruan dan menganalisis faktor-faktor yang menyebabkan kekeliruan.

Hasil dari penelitian menunjukkan bahwa terdapat 279 ujaran kekeliruan yang telah ditemukan di 10 video Tati Westbrook. Filled pause merupakan tipe kekeliruan yang paling sering diucapkan oleh Tati Westbrook, sementara tipe kekeliruan yang sedikit diucapkan adalah stutter dan slip of the tongue. Dari data tersebut menunjukkan bahwa Tati Wetbrook mempunyai kesulitan dalam merencanakan ucapaanya. Hal ini disebabkan beberapa alasan diantaranya pada saat membuat video menggunakan ucapan yang spontan. Dia tidak menggunakan naskah dalam menjelaskan dan mendiskripsikan tentang sebuah produk. Kekeliruan yang diucapkan oleh Tati Westbrook dikategorikan normal, karena pendengar masih dapat memahami isi dari videonnya dan tidak terganggu dengan kekeliruan tersebut.

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CHAPTER I

INTRODUCTION

1.1 Background Of The Study

Speaking is one of language skills that mostly used by human. We often use speaking skill in everyday conversation rather than the other language skills such as listening, writing, and reading. Speaking is fundamentally an instrumental act in communication (Clark and Clark, 1977). It is because through speaking, the speaker affecting their listeners in a particular way, for example when the speaker asking they will get the information, when the speaker request things they will get the listener to do things for them. However the process of producing a speech is not easy as we thought. The speaker is not only knows about grammar, pronunciation, vocabulary, but also they must understand situational context about when, why speaker have to produce a speech and about intonation and stresses when produce a speech.

In producing a speech, first step the speakers do is they have to decide what they want to say according to what kind of discourse they want, for example telling story, describing something, or giving information, because each discourse has different structure that makes the speakers can give the right information. These processes are called *Conceptualization*. After deciding what discourse the speaker wants, the next step is the speakers must figure out a good way to express that idea by deciding on the speech act, selecting the right words, phrases, and put them all into right order. This type of processing called *Formulating*. The last step is when articulatory muscles are used and the result of it in audible sounds that listener can perceive. These processes are called *Articulation*. When speaker passed all these process, the speaker will be able to produce a speech with had no problems or we can define it as *"Ideal Delivery"*. But, some speakers are not all goes well in everyday speech, sometimes speakers usually produce language that different thing from what has been planned in mind (Dell, 1986). They may hesitate to pick the right word, pauses between sentence, correct phrases they have just spoken, or maybe they became stutter and produce slip of tongue, this conditions called speech errors.

Speech errors is a psycholinguistics analysis that relies on the mental process of a speech. Speech errors is happened when someone want to speak differently from what he or she want to speak actually. Speech errors occur only infrequently, but speech error can provide us the important information how our brain is operates. Sigmund Freud stated that speech errors represent what our true inner thoughts (cited in Traxler, 2012). Speech errors is happened naturally, spontaneously or may be speech errors used as a source of humor, because when someone did some error many people think that it is accidentally (Fromkin, 2011).

Speech errors has many kinds of errors, one of them is provides information about how different components of the production system work. According to Dell (1986) speech errors can be categorized according to the linguistic units involved in the error like phonological feature, phoneme, syllable, morpheme, word, phrase, or sentence levels. It happens in the error mechanism for example blending, substitution, addition, or deletion of units.

The 9 types of speech errors according to Clark and Clark (1977) are silent pause, filled pause, repeat, retracted false start, unretracted false start, correction, interjection, stutter, and the last is slip of the tongue. Silent pause is a condition when no speech between word. Filled pause is a period no word between the speech but filled up the gap with signals "uh" or "uhm". Repeat is the condition when speaker repeat one or more word in a row. Retraced false start is correcting the word with speakers include repeating the word before the corrected word. Same with retraced false start, Unretraced False Start is a condition when speakers makes mistakes, they do a correction but they do not repeating the word before corrected word. Correction is a condition when the speakers correcting the word with an explicit word "I *mean*" as the signal for correction. *Interjection* is the condition like hesitation pause, speakers has to stop to think about what they have to stop, commonly interjection is marked with signals "ah" or "oh". Stutter is condition when speaker repeat one word, usually stutter happen when speaker feels nervous. Slip of the tongue is the condition when speakers want to say something but different from what they producing speech. According to Fromkin (1988), slip of the tongue divided into 8 types, they are anticipations, perseverations, reveals, blends, misderivations, substitutions, addition, and deletion.

Speech errors happen usually in spontaneous conversation and it is rarely to be found in planned speech. Speech errors may occur for all people, whether they are fluent in speaking or not. People who are speaking well like native speaker are possible to make an error. That's why speech errors is not only happen in second language, but also for the first language speaker is possible to producing speech errors. Speech errors are not only happen in daily conversation, but also in the public speaking or mass media, for example like news anchor and the government when they are fluent to speak in front of many people is still possible to produce some speech errors. This makes the researcher interest to conduct this study of speech errors on first language that did by Beauty Influencer named Tati Wesbrook on *GlamLifeGuru* YouTube channel.

As the native speakers, who lived in United States of America, Tati Westbrook used English language as her mother language or first language. Tati Westbrook known as one of successful beauty influencer on YouTube, she gained more than 4 million subscribers for almost 12 years she's on YouTube. Tati provides many of content on her YouTube channel, there are give a review of the beauty product, makeup tutorial, beauty tips, beauty hacks, and also beauty challenge. Through the video, she always speak what she feels about of the product that she used, without any script, she speaks spontaneously and give her honest thought about the product. That's why the researcher chooses Tati Westbrook as the object of her research.

In this research, the researcher uses Clark and Clark's theory to analyze speech errors in Tati Westbrook's video on *GlamLifeGuru* YouTube channel. The researcher chooses Clark and Clark's theory because they classified kinds of speech errors in many types, that makes the researcher can identify more specific about speech errors. There are 9 types of speech errors *silent pause, filled pause, repeat, unretracted false start, retracted false start, correction, interjection, stutter, and slips of the tongue.*

The analysis of speech errors has been frequently conducted by several researchers. The writer found several previous studies that interacts the researcher in the relation to her study. There are Kifli (2008), Nisa(2009), Muthmainnah (2014), Putri (2015), Ulfa (2016), Asrofi (2016), Sukriana (2017). One of them that analyzed about kinds of speech errors and the most dominant types of speech errors is Kilfi (2008). He analyzed the speech errors that uttered by broadcaster and the audience that used second language speaker in the radio program. His study used Maclay and Osglood theory to analyze speech errors. The result of his study is he found *filled pause* as the most dominant types of speech errors that uttered in conversation between the broadcaster and the audience in that radio program. Similar with Kifli's study, Nisa (2009) used second language speaker as the object of her research. She tried to analyze speech errors that uttered by VJ in "Most Wanted" program. Used Clark and Clark theory to analyzed speech errors, she found that *filled* pause as the dominant types of speech errors that uttered by the VJs in "Most Wanted" program. She is also tried to analyze more deeper about speech errors, she analyzed the kinds of speech errors, the factor caused VJ producing speech errors and how speech errors presenting their program, these made her study is different from Kifli's study that just analyzed the types of speech errors. But, the result of those problems is not clear, in her study she did not give specific and detail explanation about those problems in discussion.

Different from Kifli and Nisa's studies before, that used second language speakers as the object of their research and used spontaneous conversation, here Muthmainah tried to analyze the speech errors that uttered by the first language speakers through the main characters in "Bad Boy I" movie. Although, the main characters read script for play the role in this movie but speech errors cannot be avoided by them. By using Clark and Clark theory the researcher found *silent pause* as the most dominant types that uttered by the main characters in "Bad Boy I" movie. Putri (2015) is also tried to field the niche with only focuses analyzed one types of speech errors, slips of the tongue. She analyzed slips of the tongue that uttered by news anchor in Great Britain, she used Fromkin theory to analyze her research. She's only found 6 of 8 types of slips of the tongue and *Perseveration* became the most dominant types of slips of the tongue that uttered by the news anchor and found the linguistic features and linguistics surrounding as the most types of linguistic context that provide the occurrence of slip of the tongue.

From the previous studies above, the researcher was interested in filling the niche with identified speech errors that uttered by the first language speaker, named Tati Westbrook by using Clark and Clark theory and the factors Tati Westbrook is producing speech errors.

1.2 Research Problems

The research problems are formulated as the following questions, are:

- 1. What kinds of speech errors uttered by Tati Westbrook on *GlamLifeGuru* YouTube Channel?
- 2. What are the factors that influence Tati Westbrook is speech errors production?

1.3 Objectives of the study

This study is represented to reach the following goals, are:

- 1. To find out the speech errors made uttered by Tati Westbrook.
- 2. To reveal what the factors that influence Tati Westbrook to make a speech errors.

1.4 Significance of the Study

The significance of this study is excpected to be sources of studying speech production through the videos on YouTube, especially in speech errors that found on Tati Westbrook's video. By understanding speech errors it can identified how our brain is operate, and when we making speech errors are classified into many kinds of speech errors and it depends to the errors that we made, and there are the factors that influences us in producing speech errors. Practically, this study is expected to give more information to the reader who are concerned with speech errors and also this study may be giving a references for the readers to gain knowledge about speech errors, especially students of State Islamic University of Sunan Ampel Surabaya and the other English Departments.

1.5 Scope and Limitation

The scope of this research is the researcher will focus on psycholinguistics study, especially speech errors that classified into 9 types by using Clark and Clark theory (1997). The limitation is the writer will only focus on 10 videos of Tati Westbrook.

1.6 Definition of The Key Terms

Speech Errors: speech error is a psycholinguistics analysis that relies on the mental process of a speech. Speech Errors is the condition when the speakers want to say something but the other comes out instead, the speaker usually have difficulty when selecting what to say next and how to express it. Speech errors is happen when someone speaks spontaneously and when they feel anxious or nervous.

Beauty Influencer: is a user on social media who has established credibility in a beauty industry. A beauty influencer has access to a large audience and can persuade others by virtue of their authencity and reach.

Tati Westbrook : as known as GlamLifeGuru, she is a Hollywood makeup artist and stylist. She is a beauty influencer on Youtube, her channel focuses on beauty things especially make up. With more than 4 million subcribers Tati Westbrook is the one of successful Youtube Artist.

GlamLifeGuru YouTube Channel: is the YouTube channel of Tati Westbrook that the content of the channel are all about beauty. Beauty hacks, Beauty Tips, MakeUp Tutorial, Review some Product, First Impression of the Product, Beauty Challenge, and many more. This channel is uploaded one video one day, so there are more than 1300 videos was uploaded. This channel has reached 4 million subscribers in past 9 years.

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CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Psycholinguistics

Language is not only has relation to society but also language has relation to mind. Through mind we will know how the language is produced, it is because there is part of our brain that took important rule in language. All the cases above have relation to the mind that refers to *psychology*. The combination between language and psychology is called psycholinguistics, so psycholinguistics is the study of language and psychology (Aitchison, 2007). Another definition stated by Denham and Lobeck (2013) psycholinguistics is the study how we acquire the first or second language, and how we can produce and understand languages. Psycholinguistics is the one of linguistics area that dealing with linguistic performance, linguistic competence, in speech or sign production and comprehension (Fromkin, 2011). Meanwhile, Dell (1986) stated that psycholinguistics is concerned with three basic and interrelated aspects of language acquisition, speech comprehension or how sentences are understood, and speech production or how sentences are spoken. From the definition about psycholinguistics above, we can conclude that psycholinguistics is a study about the relation between language and brain that concerned with how we can acquire, understand, and produce a language.

The first basic of psycholinguistics is language acquisition. Acquisition is the process of how children who has learned to acquire their mother language. There are two theories about language acquisition. First theory is from Noam Chomsky, he stated that language acquisition is innate. Innate is something that already in our mind since we're birth. It means that every human was born with having brain as language device, so they can acquire language naturally. Chomsky also stated that language is the unique characteristics of human and exclusively condition for human. It is because other species communicate through movement and sounds while human communicate with produce sounds that has meaning into it, the gesture of human also has meaning, not only that human language is also can divided into smaller unit of meaning, human language has unity of grammar, and the process of human for acquiring a language is also need a long process, and the human language is always expanded, it is because there is no limitation of human language.

Different from Chomsky, Skinner argued the children was born without any linguistic structure. They are acquired the language by reinforcement. The children learn to give the name of things, after that the words that they have learned are saved in their memory, after that they do observation in their environment. In language acquisition there are competence and performance. Competence is included the process of understanding and producing the language, whereas performance is the daily language practice. The process of acquiring language it takes long process, begins with babbling, the next process is the children begins to try to produce repeated syllables, and then they acquire their first word.

The second basic of psycholinguistics is comprehension. Language comprehension is how people understand spoken and written language.

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Comprehending language involves a variety of capacities, skills, processes, knowledge, and disposition that are used to drive the meaning from spoken, written, and sign language.

The third basic of psycholinguistics is speech production. Speech production is concerned with how people can produce speech, in speech production there are three processes to producing a speech. First step is conceptualizing or we can known as planning, after get the plan about what the speaker want to say, the next process is called formulating. Formulating is how the speaker expressed that idea by giving the tools that the speaker language provides. The last step is articulation, in this step is how our articulatory muscles makes a sound wave that the hearer can perceive (Traxler, 2012).

2.1.2 Speech Comprehension

Speech comprehension is the process of how people understand the language. In speech comprehension is not always someone must to understand all of the language before they are being able to produce something. It is because comprehending the language is depends on their ability on acquiring the language. Speech comprehension is not only dealing with language, but also gesture. When someone produced language, the thing that helps people understand the topic being spoken is gesture. It is because when gesture paired with language it makes people can give more detail explanation about the language that uttered by the speaker, and the gesture is also help the listener can interpret the meaning of language that uttered by the speaker. According to Clark and Clark (cited in Dardjowijojo, 2003) stated that there are two types of comprehension. First is comprehension that relate with understanding the speech that we heard, this process we can define as the process when the hearer interpret the sounds that uttered by the speaker turned into meaning. Second is comprehension that relates with the act after the speech is spoken, this process happen when the hearer decided to do something that fit with their understanding.

Speech comprehension is cannot be separated with speech production, lexical processing, sentential processing, and discourse processing (Fonteneau cited in Indah). First is speech comprehension with speech production. Many people say that speech comprehension and speech production is one package. It is shown by someone can produced the word because they saved thus words in their memory, it can conclude that one word can be produced if there is a comprehension. Levelt stated that comprehension and production is like a mirror. In process of comprehension, someone get the input and then they saved into their memory, in process of production the word that has been saved and used to produce the speech again. Second is speech comprehension with lexical processing, it is to recognition in every word that the access of different types of words is also provides the information associated with that word will appear. Third is speech comprehension and sentential processing, in this process there are three component of sentence comprehension will be analyze. There are extracting the syntactic structure and semantic representation of a sentence, interpreting the representation of the previous linguistic content, and retaining the information that associated with in the memory. The last is speech comprehension with discourse processing, it is happen when the listener have to success in interpret the message that conveyed by the speaker to get the discourse representation.

2.1.3 Speech Production

Speaking is the one of the most complex cognitive operations that human being performed. One of linguistic competence is speech production (Fromkin, 2011) that the way of people producing language. According to Griffin and Ferreira, there are three steps on speech production (cited in Traxler, 2012) first step is you have to think what you going to say this process called *Conceptualization*.

Conceptualization is a conscious planning activity that a communicative intention guides the construction of one message or conceptual structures that can be formulated in the target language and then *conceptualization* will accomplish. After you have something to say, the next process is *Formulating* we have to figure out a good way to express that idea given the tools that your language process. According to Levelt (1992) *formulating* is the process that generating natural language representations message that there is two processes. First is *grammatical encoding* that as the maps the message onto some grammatical form and then involves retrieving items from the mental lexicon and arranging them in a syntactic frame. Second process is *phonological encoding* that transform syntactic structure into a phonetic.

After *formulating*, the next is *Articulation* in this process we need to move our muscles to make sound wave that a listener can perceive (Traxler, 2012). In articulation, the parts of human body involved speech production like tongue, teeth, lips, glottis, velum, and vocal folds. Another thought is from Levelt (1922) said that articulation is executing the articulatory plans as a sequence of articulatory gestures. As we can conclude that *Articulation* is the process of speech production which the speaker makes a sound into meaning that listener can hear and understand. Levelt add there is the last process of speech production is *Self-monitoring* is when the speaker able to monitor and edit their linguistic output either before or after it is overtly articulated.

Clark and Clark gives the more detail about the process of speech production, they stated that speaker usually has a plan what they want to say, it is according to how they want to affect to the listener (1977). Then they put their plan into execution by uttering the segments, words, phrases, and sentences that make up the plan. There are 5 steps of how speech planned and executed.

The first step is speaker has to decide what kind of discourse they want, for example telling story, giving information, or describing something, it is because each discourse have different structure. Thus process called *Discourse Plans*. After deciding what discourse they want the next step is called *Sentence Plans*. In this process they have to design a sentence that fits into the discourse, the speaker have to decide on speech act, what they put as the subject, what to subordinate what. The speakers have to decide how they want to convey the message, is it directly or indirectly, by means or irony and more. There are 3 categories in *Sentence Plans*. First is Propositional, in this category the sentence to be planned units of meaning that reflects the ideas of the speakers want to express. Second is Illocutionary, in this category the speaker have to decide on what speech act they intend to make and how. Third is Thematic Structure, in this

category the speakers have to decide what is to be the subject or predicate, what is to be given information, and what is to be frame or insert. After planning the characteristics of sentence, the next step is the speaker planning the constituent. Speaker must to select the right words, phrases and put them all in the right order. This process called *Constituent Plans*. The next process after specific words are chosen is called *Articulatory Programs*, in this process contains a representation of the actual phonetic segments, stresses, rhythm, timing, and intonation that are to be executed in the final step. The last step is when the articulatory muscles are used, this step results in audible sounds that speaker intended to produce. This last step called *Articulation*.

When speakers are passed all these process, the speakers will be produce a speech with had no problems or we called it as Ideal Delivery. In ideal delivery, the speaker designed to may take a breath at the junctures, not in the clause, that makes not interrupting the fluently of speech. But sometimes when we passed the steps of speech production we still make some mistakes when we want to produce the language in our mind. Some people argued that speech production is difficult rather than speech comprehension. In speech production we need to organize our thoughts into strings of words. Sometime message that we want to conveyed is error like grabbled, we may stammer, stutter , pause, and produce slips of tongue this condition are called speech errors.

2.1.4 Speech Errors

Historically, the first of speech errors is used as sense of humor, and then *Spoonerism* is occurred by William A. Spooner who is credited as the originator

of a particular kind of a 'lapse'. Sturtevant also stated that a lapse or speech errors is 'unintentional' linguistic innovation. And Boomer added that speech errors or as known as slips of the tongue is an 'involuntary' deviation of speaker's performance in current phonological, grammatical, and lexical intention. From two definitions above, 'unintentional' and 'involuntary' errors might occurred in sentence that can provide laughter (Fromkin, 1973). Another definition comes from Cowles (2011) he stated that speech errors is when the speakers make mistakes when they intend to say one thing but something else comes out instead. Speech error may occur when speakers have difficulty, it is clear that our brain has mental dictionary. This condition we can found it when the speaker pauses their speech, it is because they need time to search or selecting the right word to uttered. Sigmund Freud believed that speech errors can reveals our true inner thought (Cited in Traxler, 2012). Thus statement is true because of speech errors is the situation when speaker having trouble when they planning the utterances, selecting what to say and how to express what they want to say Clark (2002).

There are some causes why speech errors can occurred, the first is because psychological factors, it is stated by Freud that repressed thought is the main cause of the speakers make a mistake in their speech. The second cause is psycholinguistics causes, in this causes there are three areas as the causes of errors. First is Gender, because of female and male have many differences in speech features, which have indispensable influences to the speech communication, an error can occurs when the speech communication happen with the opposite gender. Second is Age, the stages of age is begin with children, youth, adult, into elder. All of them have many different features in speech manifestations or habits. The errors can occurred not only between people who had the different ages, but also people who had same ages is also can produce some errors, it is because they have different habits and speech features. Third is Physical Condition, the condition of people is affecting their fluently in speaking. The condition of people when they are healthy and fit, sick, drunk, or tired it has different speech manifestation. Commonly when they are in the healthy and fit condition, they can minimally in produce some errors, but when they were sick or drunk possibility produce increased the in some errors are (Zhu and Liu, 2018).

The level of someone when produce some errors whether in large amount or in small amount it cannot be indicated of those people is not capable to speak. But it depends on the context that the speakers wanted to say, for example the speaker intended to talk about difficult or sensitive topic. When someone who talk about the sensitive topic or difficult topic that they didn't mastering to they usually has difficulties to selecting the right word, that makes the speaker often produce some errors. Not only that it is also depends on how speech errors can affect the listener. When someone often to produce some errors and they didn't realize it, it might confuse the listener and makes the listener didn't understand about what the speaker want to say. But the condition is different, when the speakers realize that they produce some errors and they monitoring and corrected the errors, the listener might not distracted by it and understood what the speaker's speech.

Speech errors divided into several types, it is according to the mistakes that the speaker's made. Boomer and Laver classified speech errors into misordering of units, omission of unit and replacement of unit. While Nooteboom classified speech errors into phonemic speech errors that including the later classification of meaningless combination of phonemes, and into non phonemic errors, morphemes that including the affixes and root of morphemes, and whole word. Further explanation about types of speech errors will be explained in below.

2.1.5 Types of Speech Errors

There are many kinds of speech errors that according to many expert. First one is from D. B. Fry (1969) stated that speech errors is refer to slips of the tongue, it is because speech errors happen in making mistake in articulation. He divided the kinds of speech errors into phoneme error, morpheme error and word error. First is Phoneme Errors this errors interchanges of sounds of language. In phoneme error, commonly occurred Anticipation errors and Perseveration errors. Anticipation errors is a later speech unit takes place of an earlier one, while Perseveration errors is opposite with Anticipation errors. Perseveration is an errors that speech unit planned in an earlier segment replaces in a later segments or comes after the origin. Second type is Morpheme Errors (interchanges of morphemes) and Word Errors (interchanges of words), this type of error happen when a word that should be appeared in one position is produced in a different position. These errors are shows that word stems and word endings are treated separately during at least some stages of the process of speaking. Usually these errors happen when something like singular or plural. Another common error that appeared in Morpheme and word errors is Subtitution errors, this error occurred when speakers substitute an entire word for a different word that is distinct from the intended one. In *Subtitution errors* are shows the common traits, usually in the

subtitued word and intended word are almost always of the syntactic class or usually share common of semantic grounds.

Different to Clark and Clark (1977) argued that the kinds of speech errors consist of *silent pause, filled pause, repeat, retracted false start, uretracted false start, correction, stutter, interjections and slip of the tongue.*

1). Pauses

Pause in natural speech it can be considered depends on listener perspective, it is about how the pauses aid or impair the speech understanding. Pause is also can be considered from the speaker perspective, it is about how the pauses can reflect the speaker's speech planning process, either in operating well or having difficulties (Ramanarayanan, 2009). Pause commonly happen when speakers feels hesitate to speak, there are three factors why speaker produced pauses (Dardjowidjojo, 2003). First factor is pauses happen because the speaker is already start to speak, but actually they did not ready to speak yet, they pauses their speech to find a right word to continue their word. Second is pauses happen because when the speaker forget the word that they planning before. Third factor is pauses occurred when speaker want to speaks carefully in choosing the right word, it is happen because the speaker want to give impact to the hearer. According to Clark and Clark (1977) the location when pauses occur is in grammatical juncture, in this location the speaker most likely to pause after the first word. The first word in most of them is an article, a preposition, a conjunction, or a pronoun. The second location is other constituent boundaries, in this location within sentence, these boundaries usually speaker used to stop to plan detail of the next major constituent, and the last location is before the first main word within a constituent.

There are two types of pause:

a). Silent Pause

Silent pauses is a period of no speech between words speed of talking, the silent pauses is when the speakers eliminating the pauses, not only by shortening the words. Speakers may also take silent pause when they hesitate or nervous. But not all silent pauses are the indication as hesitation, silent pauses are simply a juncture pauses that including the corresponding to say and like commas in writing, or pauses for articulatory reasons that when speaker wants to take a breath. Silent pause is also as indicate an error of the speakers when they have difficulty in their speech plans, like they pauses their speech to selecting the right word or to think what to say in the next utterances.

b). Filled Pause

Filled pause is the second types of speech errors, according to Maclay and Osglood (Cited in Kock, 2007) stated that filled pause is considered to be an indicator for hesitation and bad preparation of the speaker, but filled pause is also believed as a signal to the hearer to indicate delay in speaking. Filled pauses In English, for instance, filled pauses are typically 'uhm' and 'uh' and similarly in other languages. The signal "uh" it means when they expect a brief delay or we can called as signal a minor delay and the signal "um" it means the speaker expect a longer one or we can called as major signal delay (Clark, 2000). In conclusion, filled pause is the condition when speaker pauses their speech with using 'uh' 'uhm' as the signal of delaying their speech.

Pauses can help us to indicate why the speaker is producing pause. First is pause for reasoning, second is pause to remember the fact such as name, facts, number, third is pause to select word, fourth pause for self-correction, fifth pause for reading, and the last is pause for turn management (Kock, 2007). Jasone (1998) give his statement that pauses is also has functions. The first function is psychological function, this condition is when the speaker produced pauses when they want to take a breath. The second is cognitive functions, this condition is when the speakers planning their speech, by selecting the right word or idea. The third function is communicative function, this condition can help the listener to know the limitation in the speech stream.

From the explanation above, the researcher conclude that not all the pauses are errors, it depends on their function, if the speakers produced the pauses because they want to take a breath or as the limitation in conversation, it is not included into speech errors, but if the speakers are produced the pauses because the cognitive function it is included into speech errors.

2). Repeat

Repeat is a kind of speech errors that occur when speakers repeating the same word in a row, it is happens spontaneously. It includes repetition of exact syllables, words, or phrases. According to Clark and Wasow (1989), stated that there are 4 stages repeat is occur. First is when speakers produce a word, they are ordinarily committing themselves to one or more constituents containing that word to meaning something by them, it is called Initial Commitment. Second is Suspension of Speech, according to Levelt (cited in Clark and Wasow, 1989) stated that speakers can suspend their speech in almost any point in an utterance. Third is Hiatus, is the condition when the material between suspension and the resumption of speech. And the last is Restart Of Constituent, is occur when speaker restart one of the constituent they interrupted with.

3). Retracted False Start

The fourth type of speech errors is retracted false start. Retracted is the types of speech errors that the speaker correcting the word included the repetition the one or more word before the corrected word.

4). Unretracted False Start

Unretacted false start is similar with retracted false start, but in unretraced false starts do not include the repetition of one or more words before the corrected word. So, the speaker usually made a mistake and did not including repetition to the one or more word before the corrected word, and the speaker just continue to producing the word.

5). Correction

Correction is occur when the speakers stops in the middle of speaking, they might be searching a right words or they might be forgotten something to talk about, usually speaker used the words such as "*I mean*, "or rather", "well" "*I Know*" or "that is". The signal "*I mean*" it means mistakes in editing. The signal "or rather" it means nuance editing, it is used to provide a word that is slightly closer to what the speaker mean to say. The signal *"well"* and *"I Know"* it means claim editing, it is used to soften a claim the speaker decides is to excessive.

6). Interjections

Interjections is similar with filled pause, but in interjection happened when speakers remember about something, which is still related to the topic of the speaking suddenly. The signal of interjections there are "oh", "ah", "well", "say". The signal "oh" it means referent selection, the speaker has to stop to pick up "words" as just one of the possibilities the speaker could mention. The signal "ah", it means memory success, it indicates that speaker had forgotten and the speaker just managed to remember what they want to say. The signal "well" it means word approximation, it indicates that speaker thinks that "word" is only an approximate description of what the speaker would like. The signal "say" it means exemplification, it indicates that the speaker giving an example of who speaker would like.

7). Stutter

Stutter is types of speech errors that happen when the speaker feels hesitate or nervous. They usually repeat one letter or syllables for many times. Stutter usually happen when people give the speech spontaneously and they do not have a plan to express in words in mind before delivery.

8). Slip of Tongue

Slip of tongue can define as an intended, non habitual deviation from speech plan (Dell, 1986). On the other hand, Fromkin stated that slips of tongue are often the result of a sound being carried over from one word to the next (1973). Slip of tongue is happen when speakers want to said some word but different with what they producing a speech. Many experts that divided slips of tongue into several types, there are Victoria Fromkin a linguist from America that divided slips of tongue into 8 types, and there is Dardjowijojo a linguist from Indonesia that divided slips of tongue into 2 types.

According to Dardjowidjojo (2003), Slips of tongue is divided into two types, first is Selection Errors, this error happen when the speaker has a problem in retrieving a word from the lexical. It might involve the substitution of one word for another or it might result in words or nonwords which are blends of two relates item. Selection Errors is divided again into three types, there are, first is Semantic Error or we can called Freudian Slips that happen when speaker want to say something but the result is not same as they meant. The next type is Malapropism is the error when speaker used of a word in place of a similar-sounding one. The last type is Blends is the type of errors that happen when speaker speaks in haste, they blending the first half one word and the seconds of the other. Second is Assemblage Errors, this error is happen when the word that chosen by speaker is correct, but the assembly is wrong. In this type of errors is divided again into three types, first type is Spoonerism, this error founded by Wiliam Spooner, this error happen when speaker accidentally transposes the initial sounds or letters of two or more words. Second type is Anticipation, this type of error is happen when the speaker speaks latter word in a sentence replaces with an earlier word in a sentence. Third type

of speech error is occured when speaker speaks an earlier word in a sentence a later.

Whereas, Fromkin divided into 8 groups of slips of tongue, Fromkin divided the types is more specifically, there are:

a). Anticipation

Anticipations is linguistic unit that subtituted by one occuring later in the utterance, for example the word it's also share - also share.

b). Perseverations

Occur when the some linguistic unit planned and when an earlier segment replaces a later segment or comes after the origin, for example: They give the parrot a carrot – they give the parrot a parrot.

c). Reveals

Reveals also known as *Spoonerism* occur when two segments are interchange, the origin of the error target for the other, for example: the test pack - the pest tack.

d). Blends

Blend is occured when two segments of the words become one unit. For example Breakfast and lunch – brunch, information and entertainment – infotainment.

e). Misderivations

Misderivations is the condition when the speaker attaces prufix or suffix in the segment. For example blendable – blendful.

f). Substitutions

Substitutions occur when one segment is replaced by an intruder (can be a synonym) and makes the segment is different from previously. For example They produce a carpet – They made a carpet.

g). Addition

Addition is occured when the speakers add phonemes, prefix, suffix, articles, prepositions, conjunctions, whole words or even phrases. For example This is like a dream – This is like a dreams.

h). Deletion

Deletion occurs when the speaker wanted to utter the intended sentence, but she/he leaved the linguistic material. For example The speaker attach a wrong suffix- The speaker attaches a wrong suffix.

2.1.6 Factors Influencing Speech Errors

According to Clark and Clark there are three factors why the speaker can produce speech errors (1977), there are:

1. Cognitive Difficulty

People take a long time when producing sentence on topic using the abstract words than the concrete words. 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. At the level of word selection, hesitations appear when the speakers have difficulty finding just the right word.

2. Situational Anxiety

Situational Anxiety 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. This factor happens when the speaker talk about topics they are anxious about, they tend to produce more silent pause and certain speech errors. It is because that anxiety disturbs the planning and execution process generally.

3. Social Factors

Speakers hesitates a lot dialogues than monologues, because in dialogues speakers should make clear what they want to convey from the beginning to the end without any speech errors. So, that the speakers speak fast while in monologue the speakers select the words carefully, and it makes the speakers should concern to their audience by getting their intention.

2.2 Previous Studies

The analysis of speech errors has been frequently conducted by several researchers. The writer found several previous studies that interacts the researcher in the relation to her study. There are Kifli (2008), Nisa (2009), Muthmainnah (2014), Putri (2015), Ulfa (2016), Asrofi (2016), Sukriana (2017). One of them that analyzed about kinds of speech errors and the most dominant types of speech errors is Kilfi (2008). He analyzed the speech errors that uttered by broadcaster and the audience that used second language speaker in the radio program. His thesis used Maclay and Osglood theory to analyze speech errors. The result of his study is he found *filled pause* as the most dominant types of speech errors that uttered in conversation between the broadcaster and the audience in that radio program. Similar with Kifli's thesis, Nisa (2009) used second language speaker as the object of her research. She tried to analyze speech errors that uttered by VJ in "Most Wanted" program. Used Clark and Clark theory to analyzed speech errors, she found that *filled* pause as the dominant types of speech errors that uttered by the VJs in "Most Wanted" program. She is also tried to analyze more deeper about speech errors, she analyzed the kinds of speech errors, the factor caused VJ producing speech errors and how speech errors presenting their program, these made her study is different from Kifli's study that just analyzed the types of speech errors. But, the result of those problems is not clear, in her study she did not give specific and detail explanation about those problems in discussion.

Different from two studies before, that used second language speakers as the object of their research and used spontaneous conversation, here Muthmainah tried to analyze the speech errors that uttered by the first language speakers through the main characters in "*Bad Boy I*" movie. Although, the main characters read script for play the role in this movie but speech errors cannot be avoided by them. By using Clark and Clark theory the researcher found *silent pause* as the most dominant types that uttered by the main characters in "*Bad Boy I*" movie. Putri (2015) is also tried to field the niche with only focuses analyzed one types of speech errors, slips of the tongue. She analyzed slips of the tongue that uttered by news anchor in Great Britain, she used Fromkin theory to analyze her research. She's only found 6 of 8 types of slips of the tongue that uttered by the most dominant types of slips of the tongue that uttered by the news anchor and found the linguistic features and linguistics surrounding as the most types of linguistic context that provide the occurrence of slip of the tongue.

Related to the previous studies, we can see that third of them using different theory, the most of them are using Clark and Clark's theory except Kifli's study that he used Maclay and Osglood theory. All of them are tried to filling the niche between the previous study, we can see from Nisa (2009) that tried to filling the niche with analyzed more deeper about speech errors. She is not only analyze about the types of speech errors that uttered by VJ, but also she tried to analyzed the factors caused VJ producing speech errors and how speech errors presenting their program. Muthminah (2014) and Putri (2015) are also did the same thing like Nisa, they tried to filling the niche with used first language speakers and the movie as the object of her research, whether

many researcher used second language speakers and spontaneously conversation as the object of their research.

In this study, the researcher intends to analyze the types of speech errors and the factor of speech errors that uttered by beauty influencer. The gap between the previous studies and this study can be seen from the chosen object that used beauty influencer on YouTube channel. Then, the researcher is not only analyzed the most dominant types but she tried to analyze how speech errors can affect to the listener.



CHAPTER III

RESEARCH METHOD

3.1 Research Design

The researcher used descriptive qualitative method to analyze the data that indicated to speech errors that uttered by Beauty Influncer Tati Westbrook on GlamLIfeGuru YouTube Channel. Qualitative research is not only considered in description of people, objects, events, places, conversations, and so on, but also qualitative research is considered with structure and patterns. That's way qualitative method is chosen because in this research used word, sentence, phrase which was taken from transcripts in *Tati Westbrook*'s videos in discussing data. Descriptive research is aimed at finding out "what is" question and also intended to make systematic and accurate description concerning the fact and the features of research data. This research used this method because it appropriated in analyzing this research that used "what is" in the problems of the research. Because this study used qualitative research, the researcher must to answered the "what is" question with analyzing about how and why the speech errors is uttered and analyzing speech errors and all the data was in form of word based on the transcript. By using this method, it helped the researcher to investigate and describe the data clearly. The researcher used Clark and Clark theory to identify the utterances of speech errors and analyze the factors that influence the speakers is produce speech errors.

3.2 Research Instrument

Instrument is the device to collecting the data in order to find the answer of the research problems. Since this research is qualitative, therefore used the researcher herself as the main instrument for analyzing the data, the researcher didn't need any interviews or questionnaire. Because the researcher is only instrument of the research, the researcher did the whole steps in conducting the research such as finding and collecting the data through transcript the video that supported by notes and personal computer, identifying the data, classifying the data into 9 types of speech errors, and analyzing the speech errors and the factors that influence is speech errors production that uttered by *Tati Westbrook* in her YouTube channel.

3.3 Data and Data Sources

The data source of this research was taken from the transcript of Tati Westbrook's video on YouTube, while the data of this research was taken from all the utterances of Tati Wesbrook that the researcher found in the video of *GlamLifeGuru* YouTube channel. There were 10 videos from *GlamLifeGuru* YouTube channel: \$60 Eyeliner WTF, \$100 Primer WTF First Impression, \$120 Concealer WTF First Impressiom, \$180 Highlighter WTF First Impression, World's Craziest MakeUp Brush, I Want My Money Back Neiman Marcus, What's New At The Drugstore Haul, What's New At Ulta Hot Or Not, Woosh Beauty OMG Fail!!!, At Home Lash Extension.

3.4 Techniques of Data Collection

The data in this research was taken from the utterances which consist of speech errors that uttered by Tati Westbrook in *GlamLifeGuru* YouTube Channel. There are several steps that the researcher applied in collecting data:

- 1. The researcher downloaded the video from YouTube (http://youtube.com//user/GlamLifeGuru)
- 2. The researcher watched the videos of Tati Westbrook and wrote the transcript of the videos.
- 3. The researcher watched the video of Tati Westbrook altogether read and get an understanding in the content of the transcript.
- 4. The researcher selected the data from the transcripts by giving a highlight and a comment of the utterances of all characters that include in the speech errors.

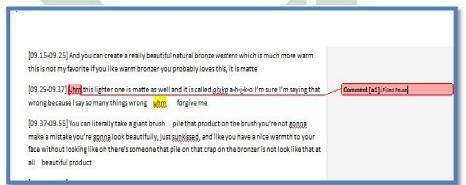


Figure 3.1 example of giving a highlight and a comment in the

utterance

3.5 Data Analysis

After the process of the data collection has been completed, the researcher did

several activities to analyze the data:

1. Identifying

In this part the researcher identified all the utterances which included in speech errors by giving the highlight and the comment.

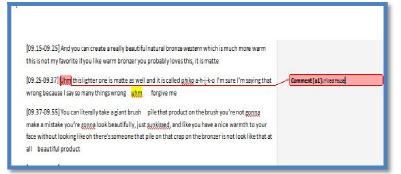


Figure 3.1 example of giving a highlight and a comment in the

utterance

2. Classifying

The researcher classified every utterance which produced by Tati Westbrook on *GlamLifeGuru* YouTube Channel based on types of speech errors. In order to make the classification and analysis of the data in this research easier, each utterance is grouping the utterances into table. The researcher give the symbol for several types of speech errors, there are:

- // : Silent Pause
- / : Repeat, Retracted False Start, Unretracted False Start
- : Stutter

No.	Types of Speech Errors	Title of Video	Utterence
1	Silent Pause		
2	Filled Pause	What's New On Ulta Hot or Not)	 Uhm this lighter one is matte as well and it is called ahiko a-h-i- k-o I'm sure I'm saying that wrong

		because I say so many things wrong <mark>uhm</mark> forgive me
3	Repeat	
4	Retracted False Start	
5	Uretracted False Start	
6	Correction	L
7	Interjection	
8	Stutter	
9	Slips Of Tongue	
	Tab	le 3.1

Table 3.1

3. After classified the utterances that contain speech errors into the table, the

researcher describing the result correlated with the aim of the study.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Research Findings

This section contains of the data analysis and the findings. The data are described by using the theory proposed by Clark and Clark (1977). This theory is related to speech errors and the factors that can influence speech errors are produced. There are 279 data which are taken from the collection of 10 Tati WestBrook's videos. The 279 data are consist of 43 utterances of silent pause, 105 utterances of filled pause, 47 utterances of repetition, 27 utterances of retracted false start, 20 utterances of unretracted false start, 16 utterances of correction, 15 utterances of interjections, 3 utterances of stutter and 3 utterances of slips of the tongue but the researcher will only explain 20 utterances.

The researcher analyzed the factors which influence speech errors that found in the Tati Westbrook's video with used Clark and Clark theory (1977). Clark and Clark divided the factors that influence speech errors into 3 types, there are used are cognitive difficulty, situational anxiety, and social factors.

1. Cognitive Difficulty

People take a long time when producing sentence on topic using the abstract words than the concrete words. 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. At the level of word selection, hesitations appear when the speakers have difficulty finding just the right word.

2. Situational Anxiety

Situational Anxiety 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. This factor happens when the speaker talk about topics they are anxious about, they tend to produce more silent pause and certain speech errors. It is because that anxiety disturbs the planning and execution process generally.

3. Social Factors

Speakers hesitates a lot dialogues than monologues, because in dialogues speakers should make clear what they want to convey from the beginning to the end without any speech errors. So, that the speakers speak fast while in monologue the speakers select the words carefully, and it makes the speakers should concern to their audience by getting their intention.

The researcher analyzed the 20 data above, with used the Clark and Clark theory that divided into 9 types, there are Silent Pause, Filled Pause, Repeat, Retracted False Start, Unretracted False Start, Corrections, Interjections, Stutter, and Slips of The Tongue.

1. Silent Pause

Silent pause is the type of error, when the speaker did not produce any words for a while between in words. There are many factors that influence speaker pauses their speech. First is the speaker pauses to recall the sentence that they are forget. Second is pause to remembering the facts that the speaker would mention, for example the name of person, or place, the facts about something, and number. Third is pause because the speaker selecting the right word to uttered next. Fourth is pause because the speaker wants to correct the mistakes that they made. Fifth is pause because the speaker need to recall something that they've forgot by reading. Sixth is pause because the speaker was going to take their turn to speak (Kock, 2007). There are three functions of pause, first function is to take a breath, this function named psychological functions. Second is to allow the speaker planning their speech, by selecting the right word or idea, this function called cognitive functions. The last function is to inform the listener the limitation of the speech streams or known as the communicative functions.

The researchers found in the Tati Westbrook's video there are 43 utterances of silent pause, but the researcher will explain the silent pause only in 2 utterances that described it all in detail.

Datum 1:

We are at the//Americana

38

Analysis:

This utterance categorized as Silent Pause because there is period of no speech between in words. Silent pause is the condition when speaker did not produce any words for a while. Usually Silent pause occurred when the utterances followed by name, facts, or number. In this situation, the speaker pauses her utterance to remember the name of the place. In this data, it can be seen from when she stated *We are at the//Americana*, she paused after she said the word *We are* right before she said *Americana* (Americana is the name of Mall in California). The pause function in this data is Cognitive Functions, it shown by the speaker paused her speech for a while without say or produce any words to remember something until she found the intended word and then she continued her speech.

The factors that influence speech errors is produced by the speaker is *Cognitive Difficulty*, because the speaker has difficulty to find the right name of the place before she uttered, so she made hesitations by pausing the speech.

Datum 2:

I've been using kind of as a finish sure to *kind a really arch up// my* eyebrow and I'm gonna enjoying it

Analysis:

In this data there is speech errors categorized as Silent Pause, the speaker pauses the speech without produce any word. The function of this pause is Cognitive Functions. Speaker paused her speech after she said *kind a really arch up* and continue her speech by saying the word *my eyebrow*, this error happen because the speaker delaying to speak the next word. She has difficulty to find the right word to express her thought to the listener.

The factor that influence the speaker produced speech errors is *Cognitive Difficulty*, she tried to find the right word to express, it can be seen by the movement of the speaker in the video, she tried to find the word *my eyebrow* by moving her brush into her eyebrow and after several seconds she hesitate, she finally found the right word.

2. Filled Pause

Filled pause is the second types of speech errors that as a signal to the hearer to indicate delay in speaking. Filled pauses In English, for instance, filled pauses are typically 'uhm', 'uh', 'you know', or 'er' and similarly in other languages. The signal "uh" and "you know" it means when they expect a brief delay or we can called as signal a minor delay and the signal "um" it means the speaker expect a longer one or we can called as major signal delay (Clark, 2000).

There are many factors that influence speaker pauses their speech. First is the speaker pauses to recall the sentence that they are forget. Second is pause to remembering the facts that the speaker would mention, for example the name of person, or place, the facts about something, and number. Third is pause because the speaker selecting the right word to uttered next. Fourth is pause because the speaker wants to correct the mistakes that they made. Fifth is pause because the speaker need to recall something that they've forgot by reading. Sixth is pause because the speaker was going to take their turn to speak (Kock, 2007). There are three functions of pause, first function is to take a breath, this function named psychological functions. Second is to allow the speaker planning their speech, by selecting the right word or idea, this function called cognitive functions. The last function is to inform the listener the limitation of the speech streams or known as the communicative functions.

There are 105 utterances of filled pause that found by researcher in Tati Westbrook's video, but the researcher only described 3 utterances.

Datum 3:

That's a mess why I'm showing you that Uhm I also have this shade Madison which is number 3, 4

Analysis:

This utterance categorized as Filled pause because in this data there is a gap between words and the speakers filled the gap by saying *uh* or *uhm*. In this data the speaker paused her speech, and then she filled the pause by giving the signal *uhm*, it means that the speaker expect longer one or major delay signal. It can be seen from the word *That's a mess why I'm showing you that* and then she paused her speech by filled the gap with used *uhm* as the signal for delaying her speech for stalling the time to selecting the right word. After she found the next word that will be uttered she continue her speech by saying *I also have this shade Madison which is number 3, 4.* The function of pause in here is Communicative Functions, it is because when the speakers filled the pause with signal *uhm* it is to inform to the listener about the limitation of the discussion. And then the speaker changed with the new discussion about the new product that she wanted to talk about with uttered *I also have this shade Madison which is number 3, 4*.

The factor that influence the speaker is produce speech errors is *Cognitive Difficulty*, because the speaker need to planning her speech or stalling the time. In this data the speakers used filled pause as stalling time to selecting the word or idea for the next utterance.

Datum 4:

And I have dry and oily skin is that *weird combo my you know t-zone can* get super oily

Analysis:

This data categorized as Filled pause, because there is the gap between the words that filling by *you know*. The kinds of signal of filled pause there are *uh*, *uhm*, *you know*, *er*, *and etc*. In this data the speaker used *you know* as the signal of filled pause, she tried to delay her speech for selecting the right word. It can be seen from her speech *weird combo my* and then she paused her speech with filled the gap with used signal *you know*. The function of pause in this data is Cognitive Function, it showed when the speaker paused her speech because she want to find the right word. It can be proved in the video that she want to express the word *tzone* by moving her hands into her **t-zone** area, and after found the right word she continued her speech by saying *t-zone can get super oily*. *Cognitive Difficulty* is the factor of the speaker is produce speech errors. She hesitated to express the utterance by moving her hands to express her intended speech but it is delay by used filled pause to stalling the time for selecting the right word.

Datum 5:

I don't know it just has such as strange shape *everything Iconic London is vegan, cruelty free, uh synthetic prisel*

Analysis:

In this data there is speech errors categorized as Filled Pause, it is because the speaker filled the gap between words with using *uh*, it means when they expect a brief delay or minor delay (Clark, 2000). In this data the speaker used the signal *uh* to delay her speech. She used the filled pause for recall the utterances that followed by fact, in this data she recall the utterance *synthetic prisel*. It can be seen through the speaker said *everything Iconic London is vegan, cruelty free*, thus words are all about the facts of the product she's reviewed and then speaker paused her speech by give the signal *uh* to remember the next word about the product. After she found the word he uttered the rest of her speech by saying *synthetic prisel*. The filled pause in this data has the Cognitive Functions.

The factor that influence the speaker is produce speech errors is *Situational Anxiety* because the speaker is trying to explain about the product that included the fact of the product it means that the speaker feels anxious to talk about the topic (Clark and Clark, 1977) so, the speaker

become careful with choosing the right word in order to avoid wrong explanation.

3. Repeat

Repeat is a kind of speech errors that occur when speakers repeating the same word in a row, it is happens spontaneously. It includes repetition of exact syllables, words, or phrases. There are 4 stages repeat is occurred. First is Initial Commitment. Second is Suspension of Speech, that speakers can suspend their speech in almost any point in an utterance. Third is Hiatus, is the condition when the material between suspension and the resumption of speech. And the last is Restart of Constituent, is occur when speaker restart one of the constituent they interrupted with.

There are 47 utterances of repeat that found by researcher in Tati Westbrook's video, but the researcher only described 2 utterances.

Datum 6:

I'm gonna finish james's make up and uhm *we're falling /we're falling out the night*

Analysis:

This utterance categorized as Repeat because of the speaker repeating the same word in row, and it is happen spontaneously. This type of speech errors is happen because the speakers thinking about what the next word that will be uttered with repeating the previous utterance or it can be as the restart one of constituent they interrupted with. In this data the speaker repeated her speech *we're falling* as the restart to say the utterance. It is showed in the video that when the speaker said *we're*

falling, her speech has interrupted with someone and then she repeated her speech.

The factor that influence the speaker produced speech errors is *Social Factor* because the speaker get the interrupted by someone when she said the word *we're falling* while did something to someone, through repeat her speech she want to convey the clear utterance to the listener.

Datum 7:

Still showing a fun camera looking like this oh yeah I don't know what *I/I need to go*

Analysis:

This data is categorized as Repeat because the speaker repeat the word in a row. The speaker in this data hesitated about what her utterance to say next. She repeated the word *I* to restart the utterance they interrupted with. In this data we can see the factor of the speaker produced speech error because of self distract. It is proved in her video, when the speaker speaks while act funny in the video, and then she repeated the word *I*. This factor that influenced the speaker is produce speech errors called *Social Factors*.

Datum 8:

Alright you guys the first thing we're gonna go in *with is the minner/minner*

Analysis:

In this data there is speech errors that categorized as repeat. Repeat is the condition when the repetition of exact syllables, words, or phrase, and usually this condition happen spontaneously. But, in this data the repetition is not happen spontaneously but it happen when speaker was reading the name of the product, the speaker repeat the word *minner* because she has difficulty to spell the name of the product.

The factor that influence the speaker is produce speech errors is *Cognitive Difficulty*, because the speaker has difficulty to spell the right word, then she hesitated that makes her repeating the word.

4. Retracted False Start

Retracted False Start is the types of speech errors that the speaker correcting the word included the repetition the one or more word before the corrected word. There are 27 utterances of retracted false start that found by researcher in Tati Westbrook's video, but the researcher only described 2 utterances.

Datum 9:

Tom Ford sparkles are supposed to be remenessant of an evening yawn and really just gently pick up the light and suddenly just *like bbabbabam /like glitter*

Analysis:

This utterance is categorized as retracted false start because the data provide the utterance there is the correction in her speech that also included the repeating of one words before the corrected word. It means in this data the speaker made mistake in producing a word or sentence, it can be seen from this data that the speaker say *like bbabbabam*. As we know that the *bbabbabam* is not a word, but the speaker in here expressed her intended word by used the word *bbabbabam*. Then the speaker corrected the word *bbabbabam* to the word *glitter* with also included the repeating of the one words before *like*.

The factor that influence the speaker is produced speech errors is *Social Factor*. It is because the speaker was very excited to tell about the product to the listeners. That's why the speaker spoke too fast and she made an error and then she corrected the error.

Datum 10:

So I have this guy that looks like the tooth brush this *looks like or / looks like one of those baby brushes* or something I don't know it just has such as strange

Analysis:

In this data there is speech errors that categorized as Retracted False Start. It is occurred because the speaker made a mistake in her speech, and then she corrected the utterance with including the repetition from the one words before the corrected word. In this data, it can be seen from the speaker uttered the word *looks like or* and then she hesitated about her speech. After she found the right word that she want to uttered, she corrected the word *or* become *one of those baby brushes* but she still included the repetition of the words before *looks like*.

The factor that influence the speaker uttered the speech errors is *Cognitive Difficulty*, because the speaker tried to find the same corrected word with her thought.

5. Unretracted False Start

Unretacted false start is similar with retracted false start, but in unretraced false starts do not include the repetition of one or more words before the corrected word, the speaker just continue to producing the word. There are 20 utterances of filled pause that found by researcher in Tati Westbrook's video, but the researcher only described 2 utterances.

Datum 11:

But it's not like *I absolutely found wow that was really Parssionate /it's not like I absolutely have to have this* like I don't feel like I have to have this Analysis:

This utterance categorized as Unretracted False Start because in this data the speaker corrected the mistaken word without including the repetition of one or more the words before. In this data, it can be seen when the speaker uttered *I absolutely found* and then she uttered *wow that was really Parssionate*. When she said *wow that was really Parssionate* her expression showed to the listener that she said some mistakes. Then she corrected her speech with uttered *it's not like I absolutely have to have this* without including the repetition of the one or more words before, but the speaker just continue to producing the next word.

The factor that influence the speaker produces speech errors is Social Factors it is because the speaker was very excited to talk about the product and the mood of the speaker is also influenced in the speaker utterances.

Datum 12:

Now the one that *I've been using on the daily /not on the daily but I'm using quite a bit*, I'm a big fan of lips scrubs I like my lips to be soft and not catch

Analysis:

This data categorized as Unretracted False Start, it is because the speaker made a mistake when producing a speech and then she corrected the mistake by continue the next word. In this data the speaker made a mistake in her speech *I've been using on the daily*. Then she corrected the utterance without including any repetition from the corrected before. The speaker just continued to produce the next word with uttered *not on the daily but I'm using quite a bit*.

The factors that influence the speaker made this kind of errors because the speaker speaks too fast that made her selected the wrong utterance, this process called *Social Factors*.

6. Correction

Correction is occur when the speakers stops in the middle of speaking, they might be searching a right words or they might be forgotten something to talk about, usually speaker used the signals "I mean, "or rather", "well" "I Know" or "that is". The signal "I mean" it means mistakes in editing. The signal "or rather" it means nuance editing, it is used to provide a word that is slightly closer to what the speaker mean to say. The signal *"well"* and *"I Know"* it means claim editing, it is used to soften a claim the speaker decides is to excessive.

There are 16 utterances of correction that found by researcher in Tati Westbrook's video, but the researcher only described 2utterances.

Datum 13:

I'm already disappointed *that's not wet it's literally powder I mean the top more richly pigmented* than this right here that's disappointing Analysis:

This utterance categorized as Correction because when the speaker stop in the middle of speaking, they might be searching the right words or they might be corrected the word before. In this utterance, the speaker used signal *I Mean* it is mistakes in editing. In this data when the speaker said *that's not wet it's literally powder* and then she said *I mean* for the signal because she made the mistakes. And then she corrected the right word with uttered *the top more richly pigmented*.

The factor that influence speaker produced the speech errors because the speaker has difficulty to described about the product and made her selected the wrong utterance, this process called *Cognitive Difficulty*.

Datum 14:

And I'm gonna skip the pinky tone shade today just because *I'm going for something a little bit natural I know this is t metallic and shimmery and sparkling* and I'm gonna do the fall tip liner

Analysis:

In this data, there is the speech errors that categorized as the correction. In this condition the speaker claimed in editing by used the signal *I Know*. She uttered *I'm going for something a little bit natural*, from this utterance, the listener when watched the video will thought "*how the glittery eyeshadow can be natural makeUp*?" but in here the speaker knew her mistake and then she corrected with the utterance *I know this is metallic and shimmery and sparkling*.

This factor called *Situational Anxiety* because her utterance talk about something that opposite from the reality, that's why the speaker corrected the word with used *I Know* as the signal to claim the mistakes.

7. Interjections

Interjections is an error when speakers remember about something, which is still related to the topic of the speaking suddenly. The signal of interjections there are "oh", "ah", "well", "say". The signal "oh" it means referent selection, the speaker has to stop to pick up "words" as just one of the possibilities the speaker could mention. The signal "ah", it means memory success, it indicates that speaker had forgotten and the speaker just managed to remember what they want to say. The signal "well" it means word approximation, it indicates that speaker thinks that "word" is only an approximate description of what the speaker would like. The signal "say" it means exemplification, it indicates that the speaker giving an example of who speaker would like.

There are 15 utterances of interjections in the Tati Westbrook's video, but the researcher only described 2 data.

Datum 15:

I think the packaging is great but what we will really gonna talk about is all about the pros, cons formulation ah someone recently said that I always says formulation instead of formula Analysis:

This data categorized as Interjections. Same with filled pause, but interjections has occurred when the speaker remembering about something that related about the topic of the speaking suddenly. In this data the speaker used signal *ah*, it means memory success. It can be seen from the speaker uttered *we will really gonna talk about is all about the pros, cons formulation*. After that, the speaker uttered the signal of interjection '*ah*' in the middle of her speech. It is because she remembered about something that related to this topic, and next she uttered the words that she was remembered *someone recently said that I always says formulation instead of formula*.

The factor that influence the speaker made speech errors is called *Situational Anxiety*. It is because when the speaker said the word *Formulation* she remembered about the comment of the listener that wanted her to used the word *Formula* instead of *Formulation*, that's why for the speaker this topic is anxious to talk.

Datum 16:

This is a *Smashbox* always sharp lip liner and *what's shade are you little friend it oh C4*

Analysis:

In this data there is speech errors categorized as Interjections. It is when speaker remembered about something in the middle of speaking. It can be seen through the signal *oh* that indicate referent selection. In this data the speaker stopped her speech because she tried to find the name shade of lip liner by uttered *what's shade are you little friend it.* After she found the shade's name, she uttered the signal *oh* to select the word as just one of the possibilities that speaker could mention. Then she said the name shade of the lip liner by uttered *C4*.

The factor that influenced the speaker made speech errors is *Cognitive Difficulty*, it is because the speaker tried to recall the word by searched and read the right word.

8. Stutter

Stutter is types of speech errors that happen when the speaker feels hesitate or nervous. They usually repeat one letter or syllables for many times. Stutter usually happen when people give the speech spontaneously and they do not have a plan to express in words in mind before delivery.

There are 3 utterances of the stutters that found in Tati Westbrook's video, but the researcher only described 2 utterances.

Datum 17:

And th-this one is the peach corrector is freaking so good

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Analysis:

This utterance categorized as Stutter, it means that the speaker might feels hesitate or nervous, then the speaker did repetition one letter or syllables in many time. It can be seen when the speaker uttered *And th-this one is the peach corrector*. The speaker intended to utter the word *This* by repeated *th-th*. This condition happen because the speaker speaks very fast, spontaneously, and unplanned to express the word before delivery.

The factor that influence speaker made the speech errors is *Social Factor*, it is because the speaker is self distract. It can be seen from the video that she opened the jar while speak.

Datum 18:

I mean see that looks like concealer doesn't it? *It literally looks like conconcealer*

Analysis:

This data categorized as Stutter because of the speaker did repetition on letter or syllables in many time *con-concealer*. This error occurred because the speaker feels hesitated and she speak too fast that's made her stutter. *Situational Anxiety* is the factor why the speaker produced speech errors, it is because she was anxious to produce the wrong word.

9. Slips of The Tongue

Slips of the tongue are often the result of a sound being carried over from one word to the next (1973). Slip of tongue is happen when speakers want to said some word but different with what they producing a speech. Fromkin divided into 8 types, there are Anticipation (linguistic unit that subtituted by one occuring later in the utterance), Perseverations (Occur when the some linguistic unit planned and when an earlier segment replaces a later segment or comes after the origin), Reveals (occur when two segments are interchange, the origin of the error target for the other), Blend (occured when two segments of the words become one unit), Misderivations (the condition when the speaker attaces prufix or suffix in the segment), Substitutions (occur when one segment is replaced by an intruder (can be a synonym) and makes the segment is different from previously), Addition (occured when the speakers add phonemes, prefix, suffix, articles, prepositions, conjunctions, whole words or even phrases).

There are 3 utterances of slips of the tongue that the researcher found in Tati Westbrook's video, but the researcher just described only 2 utterances.

Datum 19:

So we're gonna use *Amplilash Amplililash* and we are going to try it open it

Analysis:

This data categorized as Slip of The Tongue. This condition happen when the speaker wanted to say but different with the utterance. In

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this data the word *Amplilash* become *Amplillash* it means the speaker added the linguistic elements to it. This error called *Addition*. The speaker added the word *-ly-* in the middle of the word *Amplilash* and become *Ampli-li-lash*.

The factor that influence the speaker is produced speech errors is *Situational Anxiety* it is because the context of the video, the speaker has difficulty to spell the brand's name *Amplilash*, so she was anxious to spell thus brand's name with making an error by adding the linguistic element in it.

Datum 20:

I am looking in *the magnfite mirror tho* so I'm gonna have look it the footage Analysis:

In this data there are speech errors categorized as Slip of the tongue. The speaker made an error referred to the eight types of slips of the tongue that is deletion. Deletion is occurred when the speaker wanted to utter something but she eliminated the linguistic material. In this utterance, when the speaker intended to say *Though* she deleted the word – *ugh* and become the word *tho*.

The factor of the speaker is produced speech errors called *Social Factor* because the speaker intended to speak fast that made her shortening the word with *Deletion*.

4.2 Discussions

In this section, the researcher explains the discussion to rich the description of the research problems. From 10 videos there were 279 utterances of speech errors. Those utterances appeared in 9 types of speech errors according to Clark and Clark (1977): Silent Pause, Filed Pause, Repeat, Retracted False Start, Unretracted False Start, Correction, Interjections, stutter, and Slip of The Tongue. And those utterances are also appeared in 3 types of the factors that influence the speaker is produced speech errors: Cognitive Difficulty, Situational Anxiety, Social Factors.

Among those kinds of speech errors, the most utterances of speech errors come from Filled Pause. There were 105 utterances of filled pause that found in 10 videos of Tati Westbrook. Tati Wetbrook is often to makes an error of filled pause because she might has difficulty in planning her speech in spontaneous situation. It is because the Cognitive Function (the function that speakers used to planning their speech by selecting the right word or idea) that makes Tati Westbrook often to produced filled pause. There were 58 utterances of cognitive function in filled pause, and there were 47 utterances of Communicative Function (the function that speakers used to inform the listeners the limitation of speech stream), and there is none of Physical Function (the function that speakers used to take a breath) found in Tati Westbrook's video.

Another the most utterances of speech errors are come from Repeat with 47 utterances, Silent Pause with 43 utterances, Retracted False Start with 27 utterances, Unretracted False Start with 20 utterances, Correction with 16

utterances, Interjections with 15 utterances, Stutters with 3 utterances and Slips of The Tongue with 3 utterances.

From the result above, the researcher also analyzed the factors that influence the speaker in produced speech errors. The main factor that influence Tati Westbrook in produced speech errors is Cognitive Difficulty, it showed in her video, she always explained and described the product in spontaneously and she tried to use the right words to express it. It is difficult situation when speaking although for Tati Westbrook as native speaker and often to speak in front of many people but still she possible to produced speech errors.

Although the researcher found many utterances of speech errors that uttered by Tati Westbrook, this condition is still normal. It is because Tati Westbrook speaks in spontaneous speech, without used any script, and she give the direct first impression about the product. These situations showed that is not easy to speak perfectly in spontaneous speech without produced any errors. And there is no effect to the listeners because they still can understand what Tati Westbrook's video about, and the listeners is also didn't feel distracted about the speech errors that uttered by Tati Westbrook in her video.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sessions, conclusion and suggestion. The conclusion is the result of the findings in this research. Then, the suggestion it is made for the following research of speech errors

5.1 Conclusion

From the previous chapter the researcher got the conclusion which related to the speech errors on Tati Westbrook's video on *GlamLifeGuru* YouTube Channel. It can be concluded that speech errors of Tati Westbrook consist of several types of speech errors which involves silent pause, filled pause, repeat, retracted false start, unretracted false start, correction, interjection, stutter, and slip of the tongue. The frequent errors occurred are filled pause, because Tati Westbrook has difficulty to selecting the right words or idea, it is proved by she used filled pause as the cognitive functions that has function to allow the speakers planning their speech. Not only cognitive function, she usually used filled pause as communicative function. It is because Tati Wetbrook used filled pause to inform the listener the limitation of her speech and to inform the listener that she wanted to change to another topic. While the fewer errors occurred are stutter and slips of the tongue.

The errors made by the speaker are influenced by some factors while the speaker utters the speech. The common factors that influence speech errors are cognitive difficulty, it means that she uttered speech errors to stalling the time for selecting the next utterance or she tried to remember the word that she forget for the next utterances. Then, another factor is situational anxiety factors because she may hesitate to speak because of the anxious topic that makes her produced speech errors. And the last is social factors, this factors found when Tati get the distraction from herself and the environment. That's why she usually speaking and produce some errors. These factors can be conclude be considered as normal of speech errors, it is because the speaker speak in spontaneous speech while explaining and describing the product for the first time, so the speech errors almost often found in this case. There are no effects of speech errors that uttered by Tati Westbrook because the listeners didn't feel distracted about the speech errors and they are also still can understand about the whole content of the video, although she often produced speech errors.

5.2 Suggestion

Based on the previous studies that researcher found, their studies only focused to find the dominant types of speech errors, some of them are tried to explore more deeper about speech errors but cannot explain more detail about that. Then, in this study, the researcher analyzed speech errors in Tati Westbrook as the native speaker of English language. The thing that makes this study is different from another study is the researcher not only analyzed the types of speech errors but also analyzed the factors that influenced Tati Westbrook uttered speech errors. But this study is also has the weakness because, the researcher only focused on one theory to found all of the research problems.

Therefore, the researcher suggested to another researcher that interested to speech errors, they can analyze the comparison between speech errors that uttered

by first language and second language, for example America with Indonesia because both of them have different background. And then the researcher also suggest to the next researcher to gain more knowledge of speech errors with different theory and experts.



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