

CHAPTER II

LITERATURE REVIEW

2.1 Language Production

Since speaking is one of the most significant forms of production, it is reasonable for language production research to focus on patterns of speech errors. Levelt's theory said there are three major of speech production: components, the conceptualizer, the formulator and the articulator.

The Conceptualiser chooses a particular proposition, selects and orders the appropriate information and relates it to what has gone before. The Formulator translates this conceptual structure into a linguistic one. It begins with grammatical encoding, creating an abstract syntactic structure. Afterwards a form of the syntactic structure is labeled for inflection and given phonological form, followed by phonological encoding. Other mechanisms, such as rhythm and prosody, establish the form and duration of syllables in connected speech. These approaches generate a phonetic or articulatory plan, which depicts how the planned utterance would be generated. For the time being, it is held in an articulatory buffer. The articulator then collects segments of internal speech from the buffer, unpacks them into sets of motor signals, and sends them to the muscles controlling the larynx, articulators, and respiratory system.

The message is stated out with the use of language building through the complex phases after certain essential articulate movements. In short, the figure shows that language development is an integrated complexity with a lot of dynamic factors at operates.

2.2 Speech Errors

This speech error is studied in a field of research; Psycholinguistics. The research of psycholinguistics, that further studies how a person uses language, includes speech errors. The investigation of language and cognition is one definition of psycholinguistics. Psycholinguistics is a branch of language psychology that endeavours to uncover the mental processes involved in comprehension, production, and acquisition language (Fauziati, 2016). (Langacker, 1973) stated the research of language acquisition and language behaviour, as well as the psychological mechanism involved them, known as psycholinguistics. Thus, it may be said that psycholinguistics studies the cognitive processes involved in human

language use for social communication. Psycholinguistics has six major, there are; language processing, language storage and access, comprehension theory, language and the brain, language in exceptional circumstances and first language acquisition (Field, 2003). The errors that learners make when they learn L2 also explained by psycholinguistics.

Communication is the most important human need that must be fulfilled. Speaking and communicating the message to the other person is one of the components of good communication. However, conversations can be prevented by speech errors which occur when humans speak naturally. This speech error eventually becomes a phenomenon that often occurs around us and can happen many times. Especially when someone uses a second language as a communication tool, causing speech errors caused by many reasons including the mother tongue and causing slip of tongue.

(Clark & Clark, 1977) stated Speaking is a process that consists of two forms of activities: planning and execution. Before speaking, speakers mentally plan what they intend to say, and then they put that plan into action by uttering the segments, words, phrases, and sentences that comprise that plan. However, determining when speakers begin preparing is difficult since they are frequently considering what to say next while carrying out what they have previously prepared.

According to (Schulze, 2004) errors is another term of problems in speech perception and production. (Jack & Schmidt, 2003) in Longman Dictionary of Language Teaching and Applied Linguistics stated phenomena that defined errors produced by speakers while speaking and making sentences. Speech errors are the inverse of error-free speech, which occurs continually, and it can be stated that speech errors generally interfere with numerous utterances that are unsuccessful in normal oral communication (Qi & Binhe, 2018).

2.2.1 The Types of Speech Errors

The usage of (Clark & Clark, Psychology and Language : An Introduction to Psycholinguistics, 1977) has been widely used to identify speech errors in a person's speech ability, especially in EFL learners (L2 use). Based on (Qi & Binhe, 2018) speech errors have six type there are exchange errors, anticipation, perseveration, blends, shifts and substitutions.

There are two major sources of speech errors; First, The result of the speaker's difficulty trying to plan and produce utterances at the same time

(hesitations, corrections and pauses). Second, the speaker's difficulty has a form of articulatory program to guide the articulatory muscles to execute the sound (slip of tongue, silent pause and pause) (Clark & Clark, *Psychology and Language : An Introduction to Psycholinguistics*, 1977).

They could involve addition of segments, omission, substitutions, or metathesis, as in turn on the sweeter hitch (Fauziati, 2016). There are eight types of frequent speech errors as (Clark & Clark, 1977 in Fauziati, 2016):

a. Corrections

When the speaker corrects one or more words, yet the correction is obvious. Such as : *(I mean, rather, or that is)* or such as : *Turn on the stove switch – I mean the heater switch.*

b. Interjections

Interjections, which are similar hesitation pauses, indicate that speakers must pause to evaluate their next action.. It frequently starts out with the words *oh, ah, well and say*. Such as :

- John would like, oh, carrots (referent selection)
- John would like, ah carrots (memory success)
- John would like, well, carrots (words approximation)
- John would like, say carrots (exemplification)

c. False starts (unretraced)

False starts (unretraced) when the speaker make an errors in their speech and they start to correction their sentences by correcting one or more words. They continue saying/ speaking the next word without repeating the wrong word (Clark & Clark, *Psychology and Language : An Introduction to Psycholinguistics*, 1977). False starts (Unretraced) are symbolized by [\]. Such as : *Turn on the stove\heater switch.*

d. False starts (retraced)

False starts (retraced) are repetitions of one or more words before the speaker corrected their words. They make repetitions of one or more words before the corrected word. False starts (retraced) are symbolized by [\]. Such as : *Turn on the stove\the heater switch* or *I would show you some\I would show you a song.*

e. Repeats

When the speaker repeats one or more words in a row, this is referred to as repetition. It frequently happens when people speak fast and impulsively. They

repeat one or more words in a row. Repeat is symbolized by [/] Such as : *Turn on the heater/the heater switch.*

f. Silent pauses

Silent pause means a speaker who takes a second or more in between words is said to be in a silent pause, which is when there is no speech. Learners who speak slowly pause often, and when they speed up their words, they rat. They accomplished this through eliminating pauses rather than shortening words. The silence gaps, the speaker did not talk, they just became silent between their phrases. Silent pause is symbolized by [//]. Such as : *turn on the // heater switch.*

g. Filled pauses

Filled pauses means a pause that has been filled by speech produces the sounds ah, er, uh, and mm. Slow speakers filled their gaps with um, eh, mm, or similar terms. Filled Pauses is symbolized by [,,,,,,,,] Such as : *Turn on, mm, the heater switch.*

h. Stutters

It called stutters because when the speaker who stutter speak rapidly the same sound or syllable. Stuttering is common when people give speeches spontaneously because they must organize their expressions of words in mind before delivery (Clark & Clark, 1977). Stutters are symbolized by [-] Such as : “Turn on the h – h – h heater switch”

2.2.2 The Cause of Speech Errors

The causes of speech errors may be examined from a variety of perspectives, including environmental and internal causes. The formers are psychological and psycholinguistic causes. Whereas there are factors any causes that often driven by cognitive cause, social cause and cultural cause (Qi & Binhe, 2018). (Clark & Clark, Psychology and Language : An Introduction to Psycholinguistics, 1977) stated the factors of most speech errors are the same as those that cause slip of tongue. Cognitive difficulty, situational anxiety, and social factors are three factors that influence the speakers to make speech errors.

The formers of speech errors as (Qi & Binhe, 2018) stated are divided into two types, there are:

1) The Psychological Cause

There are many hypotheses regarding the basis of error that have been proposed, but one that predominate is Freud's theory. Quoting from (Qi & Binhe,

2018), According to Freud's theory, in order to dominate, there must be more than one notion for production. Sigmund Freud's timeless work—*Psychopathology of Everyday Life*—was published in 1901. He offers a dialogue between a youngster and a teacher as an example. "Last night," the student stated, "my grandfather lied." The term "lied" may be considered a speech error in this context since "died" is a type of semantic perspective that, on the other hand, depicts the student's initial ideas that he was attempting to conceal, lying. Humans make speech in a continuous process that is divided into stages, each of which is dedicated to a distinct level of linguistic processing.

According to Freud's theory it says that the factor of anxiety in a person is caused by several factors, namely: *Reality or Objective Anxiety*, this anxiety comes from within a person caused by the fear of threatening danger in the real world which leads a person to behave in how to deal with a danger. *Neurotic Anxiety*, this anxiety stems from a childhood trauma faced by someone that makes them afraid they would get punished if they don't do something right. And *Moral Anxiety*, is anxiety that comes from within a person which is almost the same as neurotic anxiety due to the fear of violating society's norms when they make a mistake.

As a result, errors usually occur just at one stage and doesn't give an impact on another stages (Qi & Binhe, 2018). Many times, such errors are the result of emotion. And the reason has a logical reason strictly be called a motivation, which is unconscious, preconscious, and repressed at the same time. One of cause in psychological field is the interference of competing or similar words or sounds in the speaker's mind.

A psychological cause is one that is induced by anxiety and nervousness and is the source of speech errors that frequently occur in the speech plan. People get tense when they are apprehensive, and their planning and execution become less efficient (Clark & Clark, 1977 in Fauziati, 2016)

2) The Psycholinguistics Cause

Furthermore, not only psychological factors that can cause speech errors, but also psycholinguistic factors can cause speakers to experience speech errors, making the conversation far from perfect. Physiological factors that cause speech errors include gender, age, physical condition and etc. (Qi & Binhe, 2018) define how each of these aspects affect the speaking process.

First, gender can be a cause of speech errors. This happens because women and men have many differences in the manifestations and characteristics of speech which have an influence on communication, especially when communicating with the opposite gender

Second, age has a direct impact on the communication process. Children, adults, adolescents, and the elderly have significant variances in their presenting traits and behaviours, which causes communication between people of the same age and various generations to change greatly in both meaning and impact.

Third, physical condition may influence communication. When people are healthy and powerful, their speech looks different from when they are sick, inebriated, or severely tired. When a person is unwell, inebriated, or excessively tired, he may feel dizzy and make errors in his speech.

However, in the opinion of (Clark & Clark, *Psychology and Language : An Introduction to Psycholinguistics*, 1977) stated that the cause of a speech error made by a person is caused by several factors, there are:

1) Cognitive Difficulty

As was just mentioned, a speaker's cognitive difficulty may influence their tendency to produce grammatical errors. Additionally, according to (Clark & Clark, *Psychology and Language : An Introduction to Psycholinguistics*, 1977), there are a few indicators that can be used to identify cognitive difficulty.

- a) If starting a sentence with an abstract word rather than a concrete word causes the speaker difficulty pronouncing the first word (Clark & Clark, *Psychology and Language : An Introduction to Psycholinguistics*, 1977, p. 271).
- b) Speakers typically find it easier to describe the thing rather than to explain the object if they are asked to describe some objects and explain the reasons for it (Clark & Clark, *Psychology and Language : An Introduction to Psycholinguistics*, 1977, p. 271).
- c) (Clark & Clark, 1977, p. 272) noted that if the speaker hesitates a lot, they may pause when speaking.

2) Situational Anxiety

When a speaker seems anxious while discussing a particular topic, according to (Clark & Clark, *Psychology and Language : An Introduction to Psycholinguistics*, 1977, p. 272), the speaker is likely to experience situational

anxiety. Situational anxiety can also be caused by feelings of anxiety felt by learners because of the class situation, the attitudes of students in class and unexpected situations that make students uncomfortable.

3) Social Factors

(Clark & Clark, 1977) When a discussion is under tension, social factors may cause someone to slip their tongue, making speech planning more difficult. This variable is also linked to attitudes and values. Social factors include feelings, interests, attitudes, emotions, and values. The social factors results in receiving and paying attention. Based on observations, some learners experience anxiety pressure because they consider their social setting in the room and the words they would speak next. As a result, they focused their attention on the other learners in the classroom.

2.3 Previous Research

Speaking is one of the critical abilities that must be improved and increased in order to communicate effectively (Leong & Ahmadi, 2017). Serious and frequent errors made by learners in Iraq are grammatical errors and mechanical errors. This happens because learners always rely on their mother tongue in their daily lives (Ridha, 2012). There has been much studies on analysis of speech error made by EFL learners in speaking class. (Febriana et al., 2020; Jaya et al., 2022; Sitorus, 2021; Mutmainnah, 2014).

First, the theme of this research is The Speech Errors Made by EFL learners in speaking performances (Febriana et al., 2020). The researcher used the qualitative method as well as data triangulation. The researcher examined and checked the validity of information using data from observation, field notes, and documentation before comparing all data obtained. The research investigated errors in speaking performance caused by second semester English learners at the University of Islam Malang in six types of speech problems: exchange, anticipation, perseveration, blends, shifts, and substitutions. The researcher found seven item errors in EFL learners at the Islamic University of Malang which were then classified into 4 types, such as: shift, perseveration, substitution, and anticipation errors. The learners made four items of shift errors in several sentences, an item for perseveration error, an item for anticipation error and two items for substitution

errors. The difference between the above and future research lies in the theory used and slightly different research methods and different data validation techniques.

Second, the relevant research is that (Jaya et al., 2022) Investigate a speaking performance and the difficulties faced by English major students at a university in South Sumatera. The variable in this research is the learners difficulty speaking. They classified speaking errors as affected-related (self-confidence and anxiety), socially related (difficulties finding chances to learn English and understanding in speaking class), and linguistically related (fluency, grammar, vocabulary, and pronunciation). Understanding to practice English outside of the classroom and understanding in speaking class are examples of socially connected issues. Students with social impairments typically have difficulty comprehending discourse while speaking outside of the classroom. Lack of self-confidence and anxiousness are two more issues that students face when speaking. The speaking performance test, questionnaire, and open-ended questions were used by the researcher. This was a survey research that used the SOLOM (Student Oral Language Observation Matrix) to assess the students' tests and a questionnaire to identify the students' speaking issues. The participants in this study were 67 students in the fifth semester of an English education research program at a university in South Sumatera. The result of the test showed that the level of difficulty of the speaking test was in moderate category, and for the level of the appropriateness, all topics were categorized appropriate. The difference between the above research and future research lies in the variables used and the research methods used so that they would produce different research results.

Third, the relevant research is that (Sitorus, 2021) Examine the learners' speech production errors in interpersonal speaking class. Clark's theory and descriptive qualitative research were used by the researcher. The data analysis processes, such as listening to and observing students' performance during conversation, playing back students' utterances using a tape recorder, Identifying and categorizing student errors, describing the causes of student errors determining the percentage of learners that make errors when speaking. From that analysed the researcher found the result as silent pause (189 errors), filled pause (34 errors), repetition (115 errors), un-retraced (1 error), correction (6 errors), and slip on the tongue (4 errors). Types of students' errors The percentage of students' error are 54,15% for silent pause, 9,74% for filled pause, 32,95% for repetition, 0,29% for un-retraced 0,29%, 1,72% for correction 1,72%, 1,15% for slip on the tongue 1,15%

and the total is 100%. Based on the data above shows that there are 6 speech errors that the researcher found and the dominant errors in speech production is silent pause. The existing data shows differences in the data collection techniques that would be used and how to classify the types of errors even though they use the same theory.

Whereas in the fourth relevant research (Muthmainnah, 2014) *The Analysis of Speech Errors Made by the Main Actors in Bad Boys 1 the Movie* at Education Faculty of Al Asy Ariaah Mandar University. This research is based on Clark and Clark's theory and uses a qualitative descriptive methods. The original movie transcript serves as the population for this research, and the writer used purposive sampling to choose just the important performers from the film. The researcher pointed the categorization of errors: it can be divided into silent pause, filled pause, repeats, retraced false starts, false starts un-retraced, corrections, interjection. Slips of the tongue which frequently appear in natural speech acts and are rarely recorded or repeated by the speaker because they are uttered unconsciously; at the same time, the listener may well know what the speaker wants to say and it is the same what he listens to, is extremely difficult. The research examine the types of speech errors. Furthermore, the types of speech errors that has been found in this research are silent pauses, filled pauses, repeats, stutter, interjections and corrections. The difference from the last previous research is in the participants, the research question and there still has gaps in this research that can still be filled.

This research examined the theme of psycholinguistics of speech errors in a speaking class at a university in Cirebon. This research is based on the researcher's documentation, observation questionnaire and interview, which is well known from previous research on speech errors, but has not been extensively investigated. Furthermore, according to the researcher's knowledge, there are still a few research studies that focus on factors that cause EFL learners make an error when they speak in class that use Clark's theory. As a research urgency, this research delves deeper into the types and factors that cause a speech errors. This research was based on (Clark & Clark, 1977) and use a qualitative method.