

**SPEECH ERRORS IN ENGLISH AS A FOREIGN LANGUAGE ON
SOUTH KOREAN TV SHOW "MY ENGLISH PUBERTY 100 HOURS"**

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Abstract

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The speech errors in the South Korean TV show "My English Puberty 100 Hours" are examined in this study. Using Clark & Clark and Fromkin's theory, the researcher investigates many speech errors. Researchers pioneered the speech error patterns of artists by studying the types of speech errors. In addition to these two aspects, the researcher used Clark & Clark's theory to investigate the reasons for speech errors. The qualitative descriptive analysis method is used in this study. The data was gathered from the English utterances of the artists who took part in the television show "My English Puberty 100 Hours." After watching the video numerous times, the researcher created a transcript to collect data. The researcher found that two speech errors, namely silent pause and interjection, did not show their presence in the study. Meanwhile, the researcher could not find four types of a slip of the tongue, including anticipation, preservation, misderivation/shift, and haplogogies/blend. The researchers found that in the television show "My English Puberty 100 Hours," artists frequently make speech errors. A repeat is a form of speech error that artists frequently exploit. The most common types of a repeat are phrases and function words in pronouns. Artists make speech errors for various reasons, depending on the circumstances. Cognitive difficulties, situational anxiety, and social circumstances all play a role in each artist's reasoning.

Kata Kunci:
*Komunikasi,
Artis,
Acara TV,
Kesalahan Bicara*

Abstrak

Kesalahan bicara dalam acara TV Korea Selatan "My English Puberty 100 Hours" diperiksa dalam penelitian ini. Dengan menggunakan teori Clark & Clark dan Fromkin, peneliti menyelidiki banyak kesalahan bicara. Para peneliti memelopori pola kesalahan bicara seniman dengan mempelajari jenis kesalahan bicara. Selain dua aspek ini, peneliti menggunakan teori Clark & Clark untuk menyelidiki alasan kesalahan bicara. Metode analisis deskriptif kualitatif digunakan dalam penelitian ini. Data dikumpulkan dari ucapan bahasa Inggris dari para seniman

yang mengambil bagian dalam acara televisi "My English Puberty 100 Hours." Setelah menonton video berkali-kali, peneliti membuat transkrip untuk mengumpulkan data. Peneliti menemukan bahwa dua kesalahan bicara, yaitu *silent pause* dan *interjection*, tidak menunjukkan kehadiran mereka dalam penelitian ini. Sementara itu, peneliti tidak dapat menemukan empat jenis slip lidah, termasuk *anticipation*, *preservation*, *misderivation/shift*, dan *haploglies/blend*. Para peneliti menemukan bahwa dalam acara televisi "My English Puberty 100 Hours," seniman sering membuat kesalahan bicara. *Repeat* adalah bentuk kesalahan bicara yang sering dieksploitasi oleh seniman. Jenis *repeats* yang paling umum adalah frasa dan kata fungsi dalam kata ganti (*pronoun*). Seniman membuat kesalahan bicara karena berbagai alasan, tergantung pada keadaan. Kesulitan kognitif, kecemasan situasional, dan keadaan sosial semuanya berperan dalam penalaran masing-masing artis.

INTRODUCTION

Speech error is an area of psycholinguistics concerned with speech production. According to Dardjowidjojo (2014), psycholinguistics is a science that analyzes humans' mental processes through their language. At least three types of mental operations are required for speech production. Speech production is difficult, complex, and continuous, according to Kovac & Horga (2010). Based on Levelt's three-level model (1983, 1989), one assumption is that problems with discourse-level planning are linked to problems with conceptualization. On the other side, Syntactic-level planning issues are linked to formulation issues. If speech boundaries are considered discourse planning domains and clause boundaries are considered syntactic planning domains, then errors in these boundaries represent processing issues at their respective levels. Many parts of the language production machinery can break down, resulting in speech errors. According to Indah (2017), Accidental speech errors suggest that the system is not working correctly. The ability to speak is dependent on intricate brain mechanisms that are still understood. According to Ash et al. (2010), all speakers make mistakes when constructing language speech segments (Wijayanti, 2013).

As a result, speech errors are conveyed among all speakers, both native and non-native.

One of South Korea's National TV stations produces educational TV programs with the concept of developing English (second language) in seven hours for two weeks, which is equivalent to one hundred hours of effective learning. The program is entitled "My English Puberty 100 Hours". This TV program aims to help people who have problems learning English. The artists in this program will travel to Guam, Vietnam, with their new knowledge of English and try to speak English directly with the local community (Laure, 2018). Through this, it will involve the ability to produce language speech spontaneously and understand the speech of others. Rogers et al. (2010) stated that spontaneous speech requires the generation of an internal motor plan followed by initiation, execution, and monitoring. Therefore, there are some difficulties that speakers usually face when they talk to people, and almost every speaker makes mistakes unconsciously.

Difficulty and fluency cause speech errors in using a second language. Second-language speakers also make many performance errors, not because of an incomplete or faulty second language system but because of processing problems. Kovac (2011) claims that L2 speakers at a lower level of language competence have limited declarative knowledge. Based on this statement, the development of a second language with the concept of one hundred hours of practical learning will only focus on the success of participants in communicating with native speakers of the language rather than the details of the linguistic coding mechanism. Therefore, in this case, second-language speakers have great potential to produce speech errors in the communication process.

Psycholinguistics

Psycholinguistics is a field that integrates psychological and linguistic approaches and theories to acquire a comprehensive knowledge of the human language. According to Aitchinson (2003), Psycholinguistics is a research discipline that integrates psychology and linguistics. At the same time, according

to Hartley (1982), psycholinguistics is the study of the link between language and mind in the speech acquisition process, which processes and generates language. The fundamental goal of psycholinguistics is to discover a linguistically acceptable and psychologically capable theory of language that can explain the nature of language and its acquisition. Psycholinguistics attempts to describe the psychological processes that occur when a person pronounces the sentences he hears while conversing and how humans learn to communicate. It investigates the mental processes involved in producing and comprehending written and spoken language.

Speech Errors

Speech errors are language errors that often occur in everyday communication. According to Lashley (1958), human thinking is based on subject, verb, object, and modifier grammatical phrases, but we do not comprehend sentence structure (Gleason & Ratner, 1998). Even if this is true, we do not always get our ideas from the incorrect places, and we do not always use the correct language to convey the message we want to send. Speech errors are such errors in speech output. Yule (1985) claims that we immediately learn there is tremendous variance in what people say and do under different circumstances in analyzing what we know about participating in a conversation or other speech event.

Types of Speech Errors

According to Clark & Clark (1977), nine types of speech errors can occur during speech. Silent pause, filled pause, stammer, correction, interjection, false start un-retraced, false start retraced, repeat, and a slip of the tongue are the nine types of speech errors. A slip of the tongue, according to Fromkin, happens when the speaker's actual voice differs from the expected tone (Clark & Clark, 1977). There are eight types of tongue slips, according to Carroll (2008), who cites Fromkin. Anticipation, preservation, reversals or exchanges, blends or haplogogies, misderivations or shifts, replacements, additions, and deletions are

various types of a slip of the tongue. According to Clark & Clark (1977), there are three reasons for speech errors. Cognitive Difficulty, Situational Anxiety, and Social Circumstances were the three.

METHOD

The researcher utilized a descriptive qualitative approach to look at speech errors in English speakers who were learning the language for the first time. The information for this study came from a Korean television show called "My English Puberty 100 Hours". The data in this scenario is the text of a transcribed utterance that appears naturally without the researcher's intervention. In this study, the researcher was the primary instrument for data analysis. According to Sugiono (2017, p.222), qualitative research is a human instrument that determines the focus of research, selects data sources, assesses data quality, analyzes data, interprets data, and draws conclusions from findings. The researcher gathered data by watching the South Korean TV show "My English Puberty 100 Hours" for speech errors and seeing how the speakers felt when they made their statements. The information comes in artist dialogues or utterances recorded during talks with native speakers in Guam, Vietnam. The data source for this study was episodes 4 to 10 of the television show. The researcher took numerous procedures to assess the data. To begin, the researcher categorizes and classifies the dialogue transcription using Clark & Clark's (1977) and Fromkin's (1973) theories of a slip of the tongue. The researcher then reported the data analysis findings and examined the types, patterns, and possible conditions for speech errors discovered based on the theory. The final step is to conclude.

FINDING AND DISCUSSION

Types of Speech Errors of artists on the South Korean TV Show "My English Puberty 100 Hours."

The researcher examines the data using Clark & Clark's (1977) speech error theory and Fromkin's (1973) a slip of the tongue theory. According to researchers, most of the artists who made this type of speech error on the TV show "My

English Puberty 100 Hours" were repeats who appeared 19 times. The other nine types of errors, on the other side, only appear 2 to 8 times in the data. Silent pause, interjection, anticipation, preservation, blend or haplogies, misderivation, or shift are six types of errors that do not show in this study. Table 1 will present the findings to provide a clear picture of the number of speech errors.

Table 1. Types of speech errors

No	Types of Speech Errors	Total
1	Silent pause	-
2	Filled pause	1
3	Repeats	19
4	False start un-retraced	5
5	False start retraced	3
6	Correction	4
7	Stutters	4
8	Interjection	-
9	Slip of the tongue	-
	a. Anticipation	-
	b. Preservation	-
	c. Blends or Haplogies	-
	d. Misderivation or Shift	-
	e. Reversal or Exchange	2
	f. Substitution	3
	g. Addition	4
	h. Deletion	8
Total:		53

Patterns of Speech Errors of artists on the South Korean TV Show "My English Puberty 100 Hours."

The researcher did not find several types of speech errors based on Clark & Clark's theory (1977) and types of speech errors based on Fromkin's theory (1973). Filled pauses, repeats, false starts retraced, false starts un-retraced, corrections, stutters, and tongue slips were among the speech errors discovered in the data (including reversals, substitutions, additions, and deletions). Silent pause and interjection are two types of speech errors not identified in the data. The researcher could not find slips of the tongue such as anticipation, preservation, blend/haplogy, and misderivation/shift in the data. According to the study, speakers with each type of speech error exhibited dominant patterns in the data. The types of errors notably filled pause, false start un-retraced, reversal or exchange, and substitution, do not have a dominant pattern.

1. Repeats

Clark & Clark (1977) noted that repeats are repeating one or more words in sequence. Repetition is divided into two categories, namely, repetition of phrases and repetition of words. In this study, speakers use both categories of repetition. Phrase repetition means that the speaker repeats words and phrases, while word repetition means that the speaker only repeats words, not phrases. The researcher found fourteen utterances containing nineteen errors in the repeat category. The data shows that this study's dominance of speech error in a speech is a repeat. Most of them are filled with repetitions on the word function, namely pronoun. For example, “*Um okay. I/I stay in Guam, maybe six, -I mean- five days. I come back here. → I will come back here.*” In this case, the speakers use repetition to give more time to think about the speech they want to produce. In some datums also indicate the repetition of phrases produced by speakers. For example, “*Give me/give me ah could you give me/could you give me. Could you give me a good/good rate?*”.

2. False Start Un-retraced

False start un-retrace has a similar concept to false start retrace. Clark & Clark (1977) define false start un-retraced as a condition in which the speaker changes a word without repeating one or more words before the corrected word. This study shows that five utterances contain five false starts un-retraced. This study showed that most speakers produced the wrong words with good semantic ties. For example, “*Love it! In your stage you || on your stage you so beautiful and guys too amazing.*” In addition, speakers often make word changes to the word function of pronoun (for example, “*Yes/yes, I got ready || we got ready!*”) and the content word, verb (for example, “*I always around people and they ask me and see/see || saw me and always I spend my energy, I/I want take some rest. → I want to take some rest.*”) The data shows that there is no dominant pattern in this type of slip of tongue. This happens because the dominant part of speech has the same number.

3. Corrections

Corrections occur when the speaker stops his speech by signaling before continuing (Clark & Clark, 1977). Speech termination is considered a correction when one of the signs appears, such as, I mean, that is, well, and or instead before the speaker continues his speech. In this study, speakers found four utterances containing four corrections. The data shows that most of the corrected words replace what was said before. For example, “*Um, I/I, \ \ Can I work, um, -I mean- I want to // practice // in English // in, um, beach bar?*”. “I mean” in this speech is used to correct an error that comes out and will leave the utterance with a significantly wrong meaning. In addition, most of the corrections occur when the speaker removes the content word, namely noun. For example, “*Um, okay. I/I stay in Guam, maybe six, -I mean- five days. I come back here. → I will come back here.*”

4. Stutters

Stutter is an error that occurs when the speaker produces a word or phrase but has difficulty completing it (Clark & Clark, 1977). The speaker stutters because he or she hesitates, stumbles, tenses, jerks, or is nervous. Stuttering is characterized by repeating one syllable or word many times before a specific word will be spoken next. There are four utterances containing four stutters made by speakers found by the researcher. The data shows that most of the stutters made by artists are word stutters. For example, “*-I-I-I good. → I am good.*” In addition, stuttering also often appears in function words are pronouns. For example, “*Wow, I-I-I-It’s, okay?*”.

5. False Start Retraced

A false start is defined as a condition where the speaker changes the word because he or she chooses to correct the wrong word. A false start is categorized as retraced because the speaker repeats one or more words before the corrected word (Clark & Clark, 1977). Speakers try to pronounce the right words, but they unconsciously produce wrong words, so they need to correct them. There are three utterances containing three false starts retraced found by the researcher. The false start retraced error in this study shows that speakers make word changes with the

right words according to the context of the speaker's needs. For example, “*Ah, I am \ I saw before, um, bartender is shaking. → A bartender is shaking. Could you show me // the shaking?*”. Most of the words addressed in the correction in false start un-retraced are content words nouns. For example, “*Yes, reality show. It’s too alone/alone, ah study English and try to talk to/talk to \ talk English.*”

6. Filled Pause

According to Clark & Clark (1977), filled pauses occur when a gap or sound is filled in the middle of the speaking process. The speaker fills in the gaps by adding articulations of several voices, or fillers can be uh, um, and the like. The speaker does a filled pause to signal that he has not finished with his contribution. In this study, the speaker produces one utterance that contains one filled pause. In this case, the speakers do not have everything planned before starting, so they do not have anything to throw out. Therefore, filled pauses that appear in this study are used as a transition from imperfect production. For example, “*Um, fruit, um um, what is this? /What is this, fruit into like um outside red and inside white?*” There is no dominance in this type of speech error based on the data displayed. This is because this type only appears once in the study.

7. A slip of the tongue.

a. Deletions

Deletions mean skipping some elements of an utterance. Carroll (2008) suggests that deletions occur when the speaker makes a mistake by adding one or more syllables to an utterance. In this study, eight utterances contained eight deletions. Most of the speakers in this study omitted the function word, namely article. For example, “*Ah, I am\I saw before um bartender is shacking. → A bartender is shaking. Could you show me the shaking?*” In addition, speakers also miss some linguistic material, including affix morphemes (for example, “*Ah, I will have one beer and two cola. → two colas.*”).

b. Additions

Additions are an error by accidentally adding material to the speech (Carroll, 2008). The addition is additional linguistic material. They were usually related to phonemes, morphemic affixes, articles, prepositions, conjunctions,

whole phrases, or even phrases. The researcher found four utterances that had four additions in this study. Most of the additions done by speakers in the study were content words verbs. This happens in the utterances “*Excuse me. Um, do you offering good rate for us? → Do you offer a good rate for us?*”. Furthermore, the addition of the function word, include article (for example, “*I cook this um by Captain’s recipe. I’m not sure, it’s a good or not. → It’s good or not. I/I don’t sure, but I did my best. → I’m not sure*”). and auxiliary (for example, “*Um, the restroom is take over/over there. → the restroom takes over there.*”)

c. Substitutions

Carroll (1896) suggests that substitutions occur when the speaker replaces words with different meanings than they should, thus confusing the listener. Various internal and external factors can influence the meaning of a word that appears as a substitution. The speakers produced three utterances containing three substitutions in this study. The data shows that this type of a slip of the tongue occurs in content words. In this case, it includes prepositions (for example, “*I was so happy today for you. → because of you.*”), auxiliary verbs (for example, “*I cook this um by Captain’s recipe. I’m not sure, it’s a good or not. → It’s good or not. I/I don’t sure, but I did my best. → I’m not sure.*”), and pronoun (for example, “*It’s famous dancer. → He is a famous dancer.*”). The data showed no dominant pattern of this type of slip of the tongue. This happens because each part of speech has the same number.

d. Reversal/exchange

Reversal is a slip of the tongue, which is an exchange of two or more words that causes an error. In this case, the speaker moves the word or sound from one position to another. In general, the speaker realizes that the word that has been uttered has been misplaced and corrects it. However, sometimes these errors pass without the speaker realizing it. The researcher found two utterances containing two reversals/exchanges in this study. The speakers in the data shift the position of the word entirely. The data shows that the reversal/exchange in this study occurs in the content word, involve verb, (for example, “*Um, I want/I want learn to/to bartending. → I want to learn bartending.*”) and adjective (for example,

"Jamie, is these fish taste good? → good taste."). The data showed no dominant pattern of this type of slip of the tongue. This happens because each part of speech has the same number.

Speech errors are a common phenomenon done by all language speakers and in various speaking activities. The researcher agrees that there is variation in speech error patterns in what people do in different situations. Speech errors are assumed to be different based on the speaker's category and the situation faced by the speaker. This difference is broad, so some researchers are more likely to focus on the conditions that cause speakers to produce speech errors. Based on this research, the above analysis shows that speech errors often arise when the speaker produces the sentence's subject. In addition, the researcher saw that the level of proficiency of the speakers also contributed to the patterns produced by the speakers. Speakers with a lower level of competence in the context of everyday conversation make more speech errors in pronouns.

The Possible Conditions as the reason for Speech Errors on the South Korean TV Show "My English Puberty 100 Hours."

1. Cognitive Difficulty

Cognitive difficulties are when speakers take longer to produce speech about a topic using abstract words or concrete words (Clark & Clark, 1977). In word choice, hesitation arises when the speaker has difficulty finding the right word. For example, in the utterances, *"Um, fruit, um um, what is this? /What is this, fruit into like um outside red and inside white?"*. This datum shows that speakers have difficulty choosing the right words to describe the intended object. It raises cognitive difficulties, marked by the spontaneous release of the word "what is this", which does not have continuity with the previous word. In other cases, it was observed that speakers experienced errors in composing sentences, both lexically, syntactically, and grammatically. For example, *"Ah, I will have one beer and two cola. → two colas."* This utterance shows that the speaker has succeeded in compiling his sentence. However, he has unknowingly missed one of the linguistic materials. At the same time, they have acquired the grammatical

material that must be used. This shows that speakers still have cognitive difficulties.

2. Situational Anxiety

Clark & Clark (1977) define situational anxiety as a situation that makes the speaker tense, anxious, or worried about it. Speakers tend to make doubts in speaking. Furthermore, when speakers are nervous, they have difficulty speaking cognitively. Anxiety disrupts planning and execution so that they run ineffectively. When individuals are worried about what they will say, they are more selective in choosing words to compose their utterances. For example, "*Um, I'm-I'm-I'm-I'm just here ah come here || I'm here my friend recommend for me. Um, um, you have to go to the beach bar in Tumon Beach. So, here/here, is it the beach bar?*" Anxiety can be seen in the speech, where speakers do at the beginning of the speaker experiencing stuttering. He even issued the wrong word, which was then classified as not to cause misunderstanding. In this case, the speaker pays excellent attention to the diction issued when compiling the correct sentence.

3. Social Circumstance

The social Circumstance is when speakers find it challenging to plan utterances when the conversation takes place under pressure (Clark & Clark, 1977). In this case, the artists often engage in conversations on topics that they have not previously planned. For example, in the utterance, "*I always around people and they ask me, and see/see || saw me and always I spend my energy, I/I want take some rest. → I want to take some rest*". In this case, the speaker must explain the topic he got in front of all classmates and teachers. Stress in conversation is why the speaker is more careful that the speaker speaks very slowly, and even the speaker must clarify his speech so that the listener understands what he means. This error reinforces the idea that she has nothing concrete to say but must speak and pay attention to her words for social reasons and under conversational pressure.

The researcher uses this research by equating the patterns of various language skills so that the difference obtained is only the difference in the

speaker's opportunity to make speech errors. Several studies show that there are indeed differences in the patterns produced by speakers in producing speech errors. This difference is broad, so some researchers are more likely to focus on the conditions that cause speakers to produce speech errors. The condition that affects many artists in producing speech errors is cognitive difficulty.

The speakers in this study are second language speakers with low proficiency levels, so cognitive difficulties are the most influencing reason for speech errors. They have limited cognitive abilities in finding the correct explanation and words, so they need more time for speech planning in the production process. In addition, situational anxiety is a condition when speakers have more attention in expressing their speech.

CONCLUSION

According to the description above, the types of speech errors mentioned by Clark & Clark and Fromkin are present in the South Korean television show “My English Puberty 100 Hours”. Researchers only discovered seven types of speech errors in the television program: filled pause, repetition, false start retrace, false start un-retraced, correction, stutter, and a slip of the tongue. When it comes to speech errors in data, the most common is a repeat. Silent pauses and interjections, as well as four forms of slips of the tongue, such as anticipation, preservation, blend or haplology, and misderivation or shift, were not found. Artists make speech blunders in a predictable pattern. When speakers say nouns, they frequently make speech faults such as correction, false start retracement, and deletion (in a slip of the tongue). Furthermore, speakers frequently make speech errors when issuing pronouns, such as repeat and stutter. In contrast to other forms, addition (a type of a slip of the tongue) happens in verbs. Meanwhile, the researcher failed to uncover the prevailing pattern is filled pause, un-retraced, and two types of a slip of the tongue (reversals or exchange and substitution). Cognitive challenges, situational anxiety, and social situations are plausible reasons speakers make speech errors.

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