

CHAPTER II

REVIEW OF RELATED LITERATURE

The focus of this review of related literature is on discussing the underlying theory and previous studies. In the underlying theory the author discusses the concept of psycholinguistics and speech disfluency. Meanwhile, in the previous study, it will focus on other related studies that have the same topic as this research.

A. Underlying Theory

The author uses two theories in this study, namely psycholinguistics and speech disfluency, which will be discuss in this chapter.

1. Psycholinguistics

In this part the researcher will represent about the Notion of Psycholinguistics and Scope of Psycholinguistics based on Kess *et al* knowledge framework of psycholinguistics.

a. The Notion of Psycholinguistics

Psycholinguistics is the psychological study of language and the examination of the relation between individual mind and language. (Kess, 1992) stated that psycholinguistics is a branch of psychology concerned with the psychological elements of language studies.

Language develops in the human spirit that represented in the soul of symptoms. Linguistic considered from the psychological perspective, namely the language processes that occur in the mind, both the speaker and the listener's brain. According to (Fauziati, 2016), Psycholinguistics is a branch of cognitive science that studies how people comprehend, create, and acquire language. (Warren, 2012) states that psycholinguistics is known as the study of psychological representation and processes related to language use, including the production, understanding, and storage of spoken and written

language. (Carroll, 2007) also stated that the study of how people perceive, create, and acquire language is known as psycholinguistics. According to (Clark and Clark, 1977) in (Fauziati, 2016) the study of psycholinguistics is divided into three scopes: speech comprehension, speech production, and language acquisition.

b. Scopes of Psycholinguistics

Psycholinguistics is the study of language and mind. According to Clark & Clark (1977), and Kess (1999) as cited in (Fauziati, 2016) there are three scopes of psycholinguistics, namely speech comprehension, speech production, and language acquisition. This research used one of the part of psycholinguistics which is speech production to identify the object of the research.

2. Speech Production

Speech production is the process through which a speaker converts information and intents into the linguistic formats available in a single language. To produce speech It takes time to prepare a speech, and certain occasions require more time than others. According to (Erta, 2019), speech production is concerned with how individuals generate language. This major recognizes faults made by speakers (speech errors) and forms gaps in the continuous pattern of connected speech (hesitation and or speech disfluencies). When we talk, we frequently make errors or are incoherent when we convert our thoughts into speech. As we talk, we may halt and hesitate, either leaving the space unfilled with silence or filling it with inserts like *uh*. Or we may enter the incorrect word, resulting in a semantically relevant but inaccurate lexical item; for example, we may say *Jack was there yesterday* when we meant *Jack was there today*. Sometimes, a phrase like slip of the tongue comes out as the tip of the slung, and this is called speech disfluency.

3. Speech Disfluency

In this part, the researcher will represent the Notion of Speech Disfluency, Types of Speech Disfluency, and the Sources of Speech Disfluency.

a. Notion of Speech Disfluency

During a speech, a person talks in order to express his or her thoughts. However, the message is usually not communicated fluently. The speakers know what they're about to say, but they're having trouble putting it into words. This is known as verbal disfluency. Speech disfluency is a part of speech production. According to (Shriberg, 2001), as reported by (Sanjaya and Nugrahani, 2018), speech disfluency happens often in spontaneous talks among individuals. Speech disfluency, as defined by Fox Tree (1995) in (Sanjaya and Nugrahani, 2018), is a linguistic word that refers to the presence of disruptions or temporary disturbances throughout the flow of speech but does not provide any semantic or propositional substance to the speech. According to (Zebrowski and Kelly, 2002), as reported by (Sanjaya and Nugrahani, 2018), disfluency is also characterized by some disruption in effortlessly shifting to and away from sounds, phrases, and words. Berko- (Gleason and Ratner, 1998) defined disfluency as utterances with an empty pause, repetition, a false start, and filler phrases such as *uhm* or *you know*. It happens all the time in conversation, and we usually don't realize it.

Speech disfluency does not occur in the same way for all speakers. Some variables may contribute to the variation in speech disfluency from person to person. According to (Garman, 1990), some persons tend to have more distinctive pause patterns. An adult may use a lot of *um* and *uh* in his speech since he used to do so as a youngster. This is referred to as inter-individual variance. Garman also suggests that task change might be a role in the incidence of speech disfluency. For example, reading aloud regularly produces more fluent results than delivering a speech, but recounting a tale produces more fluent results than spontaneous speech. Situational anxiety is

another factor that influences the incidence of speech disfluency (Clark and Clark, 1977). When a speaker becomes nervous, he is unable to pick a word or construct a phrase fluently. Another option is that what others say to him when he is worried is just more difficult for him to understand intellectually. As a result, they may devote more time to preparing and picking precisely the perfect phrases. In other words, the more the speaker's anxiety, the more disfluencies develop.

b. Type of Disfluency

Talking appears to need little thought or effort. Before speaking, people think about what they want to say, and their tongue takes care of the rest, simply turning their thoughts into words. People decide where to begin, what to include and exclude, and what words to use when speaking. Speakers may pause in the middle of a phrase to choose the proper words, pause between phrases to plan what they will say next, and correct terms they have just said. Even if they know exactly what they want to say, they may stutter, slip, or exhibit other phonetic indicators of complex procedures. According to (Clark and Clark, 1977: 262), those who talk slowly pause frequently. People that speak fast do not hesitate for long periods. When people speak, they commit errors, and it appears that almost every speaker commits these errors. As a result, this is referred to as "Common Speech Disfluency". According to (Clark and Clark, 1977) as cited by (Fauziati, 2016), (Tree, 1995) and (MacGregor, 2008), (Shriberg, 1994), and (Bailoor, Jomie, and Jisna, 2015) there are types of speech disfluencies:

1) Silent Pauses

According to (Simanjuntak, Herman, and Sinaga, 2020) silent pause refers to a time of no utterance between words. A silent pause is a minute silence between utterances. Goldman-Eisler cited by (Clark and Clark, 1977: 262) found that most speakers pause 40% to 50% of the time.

For example, *I will eat // this fried rice.*

2) Filled Pauses

The most common interruption in the speech is a filled pause. It's a gap of hesitation. Meanwhile, according to (Rieger, 2001), filled pause is defined as pauses of different lengths that are typically not left unfilled. According to (Clark and Clark, 1977) as cited from (Fauziati, 2016) filled pause is a gap of *ah, err, uh, mm*.

For example, *I will eat, err, this fried rice.*

3) Repeats

Repeats are the third most common type of speech error. Repeats denote the repeated use of one or more words in a row. It generally occurs when individuals communicate quickly and impulsively. It is also explained by (Simanjuntak *et al.*, 2020) it happens when individuals communicate very quickly and impulsively and the speakers repeat one or more words in such an utterance.

For example, *I will eat this fried rice / fried rice.*

4) False Start

False starts are word corrections. According to Riegenbach (1991), as quoted by (Al-Ghazali, 2019), false starts are statements by the speaker that are rejected before the speaker begins another speech. A false start is when a word, phrase, or utterance ends before it is ended because the speaker has begun with a new word, phrase, or utterance, (Tree, 1995) and (MacGregor, 2008).

For example, *I will eat this fried rice \ this french fries, I go to cinema \ library.*

5) Correction

Corrections occur because speakers are aware of how they choose the words they will say. Speakers replace some old words with new ones in each correction, showing that the old words were misplanned. According to

(Firdausi, 2016) the role of correction is to identify the sentence as a correction and to follow it with the corrective words. Corrections phrases indicate why speakers pause themselves. (Dubois, 1975) in (Clark and Clark, 1977: 270) has noticed the corrective phases "that is" : reference editing, "or rather" : nuance editing, "I mean" : mistake editing, and "well": claim to edit.

6) Stutters

Stuttering occurs when a speaker is hesitant, stumbling, tense, jerky, or anxious. Stutters are identified by repeatedly repeating one letter or syllable before the next word. Stuttering is common when people give speeches spontaneously since they have to arrange the expressions in words in their heads before delivery. According to (Seth and Maruthy, 2019), stutter is more common in words that begin using consonants rather than vowels. According to (Fauziati, 2016), stutter occurs when a speaker repeatedly repeats the same sound or word.

For example, *I can't open the d-d-d-door.*

7) Interjection

According to (Saputri, 2016), after the speaker obtained the required word, they generally made a sound like "*oh, yak, well, etc*". Interjections are similar to hesitation pauses in that speakers must pause to consider what to say next. According to (Firdausi, 2016) interjections occur when the speaker pauses for a short period time in order to get to the following intended word, the speaker pauses for a few seconds to get to the following planned word. (James 1972, 1973a, b) cited in (Clark and Clark, 1977: 270) that people choose a specific interjection to communicate why they had to stop.

8) Slip of The Tongue

One of the most common speaking errors is a slip of the tongue. According to (Fromkin, 2006) the slip of the tongue is the outcome of a depressed mentality; it is conveyed by the speaker's unavoidable errors.

Meanwhile according to (Jaeger, 2004) slips of the tongue are an error in speech production planning; specifically, when the speaker intends to declare numerous words, phrases, or sentences, and anything goes wrong during the planning process, the production is not compatible with the preparation. According to Poulisse (1999) as cited in (Zulaihah and Indah, 2021) stated That slip of the tongue is an unintentional, nonhabitual departure from a speaking strategy.

For example *Radio* → *Dario*.

c. The Sources of Speech Disfluency

Speech disfluency can be caused by a lot of factors. There are three sources of speech disfluency, according to (Clark and Clark, 1977) as cited from (Fauziati, 2016):

1) Cognitive Reason

In cognitive reason, the complicated subject makes it difficult for the speaker to express coherently. According to (Wijayanti, 2012) cognitive difficulties occur when people need more time and a lot of hesitations, hesitations occur when speakers have difficulty finding the right words.

For example, "I'd want to e-e-e-e-e give this book to Rina". The students make this error because they need time to think about what they will say next.

2) Psychological Reason

Psychological condition anxiety is frequently the root of problems with speech plans. According to (Sholihah, 2020) anxiety makes people become tense and their speech production and implementation become disorganized. When individuals are nervous, they get tense, and their speech planning and delivery become less efficient. (Wijayanti, 2012) stated that situational anxiety occurs when a certain situation causes a speaker to get tense, nervous, or worried about it. Anxiety disrupts preparation and

execution, making it less effective. Sometimes individuals are unable to express themselves verbally. Meanwhile, according to (Molt, 2003), one of the primary reasons for a person's speech stuttering is anxiousness.

For example, "OK, I have eeee (silent) word." In one sentence, the speaker produces two speech errors: a stutter and a silent pause.

3) Social Reason

(Firdausi, 2016) stated that social reason is the effect on the speakers when delivering their speech or content is the relationship between the speaker and the audience. Speech planning looks tough when the conversation is under pressure; speakers must make it apparent if they still have something to say and until they are completed. If they pause for too long at any time, somebody else will take up the conversation.

B. Previous Study

This research is a study on the analysis of the causes of speech errors that occur in micro teaching students. Based on the researcher's exploration, several writings were found related to this research.

The first previous study was conducted by (Muthmainnah, 2014) entitled *The Analysis of Speech Errors Made by The Main Actor in Bad Boys I The Movie at Education Faculty of Al Asy Ariaah Mandar University 2014*. The objectives of the research were to find out the types of speech errors and the dominant types of speech errors made by the main actors in Bad Boys I the movie. The researcher used qualitative descriptive method to complete this research. The data source in this study was the film "Bad Boys and I". The data were collected from dialogues or utterances containing speech errors produced by the main actors "Mike Lowrey and Marcus Burnett". From all the data analysis, the researcher concluded that both of actors made many errors in their dialogues, although the actors act and speak based on the script but in the process of acting we realize that the "ideal delivery" is very difficult. The writer's research has similarities to this study in the objective of

the data. They both want to investigate the types of speech errors. And the other similarity is in the data analysis.

The second previous study is from (Suryanovika, 2016). Her research is entitled *Speech Pauses in Students' Presentation*. Her study was to identify the different types of pauses created by third semester students and to analyze the elements that influence pause. The researcher analyzed the data using descriptive qualitative research and Dardjowidjojo theories. In collecting data the researchers used observation, recording, and interviews. The findings revealed that there are two sorts of pauses created by third-semester students at the School of Foreign Language, namely silent pauses and filled pauses. In conclusion, the students' delays were caused by a lack of preparation, anxiety, a lack of vocabulary understanding, and concentration.

The third study was conducted by (Nazarloo and Navidinia, 2016) entitled *Speaking Errors of Persian and Azeri Turkish Learners in EFL Classrooms: A Comparative Investigation*. The purpose of this research was to analyze and compare the frequency and types of phonological and syntactic errors produced by Persian and Azeri Turkish learners in EFL lessons. Researchers used video recordings of students giving presentations to collect data. The corpus gathered from the two courses was then transcribed and examined in order to assess the frequency of phonological and syntactic errors committed by the two groups. The results showed that Azeri Turkish EFL learners made fewer phonological errors than Persian learners. However, no discernible change in the incidence of grammatical structural errors was found between the two groups. The findings were examined, and conclusions were drawn. There are similarities in this research namely the way to collect data.

Next, (Saputri, 2016) conducted a study to look into speech error used in micro teaching class which entitled *Errors on Oral Production Made by English Department Students in Microteaching Class at Universitas Muhammadiyah Surakarta*. The objectives of this study were to characterize the categories of errors, examine the frequency of errors, and identify the

sources of errors in oral production made by English department students in a microteaching class at Universitas Muhammadiyah Surakarta. The data in this study was analyzed using descriptive qualitative research. The data collected from utterances with errors extracted from a Microteaching video called documentary study. To examine the error, the writer employed theories from Clark and Clark, Dulay, Burt and Krashen, and Selinker. As a results of this research, the author classified types of errors into three categories: speech error, morphological error, and syntactical mistake, and then Speech error is a common occurrence, particularly during full pauses. The researcher also discovered the factors of erroneous statements, which are as follows: cognitive reason, psychological reason, and cognitive reason.

The next research was conducted by (H. Mairi, Sudirman, 2017) entitled *An Analysis of Speaking Fluency Level of The English Department Students of Universitas Negeri Padang (UNP)*. This study's purposes were to describe students' fluency levels and to identify students' disfluency factors at the English Department Program of Universitas Negeri Padang (UNP). The data were collected through a speaking test and a survey with a set of a questionnaire conducted by 25 students taken as the research sample selected through a simple random sampling technique. The results of the study show that students' fluency level in the English Department Program of UNP is good (level 3). Some of the main disfluency factors were tasks with high difficulty, absence of meaning focused and lack of time pressure. This research has similarity with the writer's study in the purpose of the study. They has similarity to identify students' disfluency factors.

Then, the research entitled *Disfluency in Producing Speech on The Contestants of Stand-Up Comedy Indonesia 7 Audition* by (Ariyoga, 2018). He investigated the types of disfluency in producing speech (DPS) experienced by such Stand-Up Comedy Indonesia Season 7 (SUCI 7) participants, and to identify the primary causes generating speech disfluency in such candidates. The objective of this researchs were to explain the various DPS and reveal the factors that cause the DPS made by the contestants. This

research used qualitative method. The author used indirect observation to collect the data. To analyzed the data, the author used Dardjowidjojo (2014)'s idea of pause (filled and silent pause) with Carrol's theory of slip of the tongue (2008). The results of his research revealed that five of the SUCI 7 audition candidates used DPS that included a filled pause, a silent pause, addition, substitution, and blend. The most common reason producing DPS on these candidates was anxiety, with haste being the least common. The purpose of this study is comparable to the purpose of the writer's study.

Next, study from (Fitriana, 2018). Her research entitled *Slips of The Tongue in Speech Production of Indonesia State Officials: A Psycholinguistic Study*. Her research aimed to uncover slips of the tongue involving Indonesian government leaders. The data and data sources come from documents such as papers, online news, and online videos. To interpret the results, she applied Ellis's philosophy, which consists of finding errors, defining errors, explaining errors, and evaluating errors. From this research she found that slip of tongue that occurs when state officials make a speech is dominated by semantic errors followed by persistence errors which are part of the assembly error. There are differences in this study with the writer's research, namely the objective, and the data source that is used in the writer's study.

Next study was conducted (Sanjaya and Nugrahani, 2018) entitled *Speech Disfluency in Groups' Presentations of English Education Master's Program Students*. This study was to examined the speech disfluency created by master students in oral communication. The researchers used content analysis as the study approach to evaluate the speech disfluencies. The transcription of their groups' presentations was evaluated according to the forms of disfluency (Shriberg, 1994; Bailoor, John, & Laxman, 2015). The result showed that were five forms of disfluency were discovered: unfilled pause, filled pause, repetition, substitution, and deletion. The writer's research has similarity with this study in the objective of the data. They both

want to investigate the characteristics of the disfluency in oral communication.

The next research was conducted by (Utami and Malihah, 2018) entitled *Speech Errors Produced by EFL Learners of Islamic Boarding School in Telling English Story*. The purpose of this study was to look at the occurrence and frequency of speech disfluency, namely Silent Pause and Filled Pause, made by students at Islamic Boarding School Nurul Islam when presenting an English story. The descriptive-qualitative approach was utilized to evaluate the data in this study, and the results were reported in statistical formats. This study was carried out by observation. It was to look at the presence of Silent Pause and Filled Pause produced by students while presenting an English story, as well as the frequencies of each speech disfluency. The results of this study revealed that students made 603 speech disfluencies, with the silent pause (524) being more common than the filled pause (79).

The next study was conducted by (Al-Ghazali, 2019) entitled *Investigating Features of Disfluent Speech by EFL Learners at Taiz University*. The purpose of this study was to look at the characteristics of disfluent speech among EFL students at Taiz University. The researchers collected data among 20 level four English Language majors at Taiz University's Faculty of Education. The quantitative method was employed by the researcher. The participants were instructed to narrate a brief silent video. The result showed that the participants misused disfluencies such as fillers, prolongations, repeats, restarts, and self-corrections. The pronouns were the most often self-corrected issue. The writer's research has similarity with this study in the objective of the data. They both want to investigate the characteristics of the dysfluency in EFL students.

The next previous study is from (Sanjaya and Nugrahani, 2018) entitled *Speech Error of Reporters in Breaking News on CNN*. The objective of their research was to examine the speech errors and the types of speech errors made by reporters when presenting breaking news via the CNN

YouTube video. They analyzed the data using descriptive qualitative techniques. The data is acquired via the YouTube video breaking news CNN. They examined different forms of speech errors using Clark and Clark's theory. Data collecting methods include operations such as observation, transcribing, identification, categorization, analyzing, and reporting. The results revealed that there were five categories of speech mistakes. Silent pauses, filled pauses, repetitions, corrections, and slips of the tongue are all examples. The researchers discovered that slips of the tongue were the most common form of speech among reporters, followed by corrections, repetitions, filled pauses, and quiet pauses. This research is comparable to the writer's study in terms of data, namely video, and then the goal of the research.

The next previous study is from (Hardianti and Indah, 2020) entitled *Disfluences in Stand-up Comedy: A Psycholinguistic Analysis on Drew Lynch's Stuttering*. The purpose of this research was to look at the many types of fluency disorders that have been found in Lynch's on-stage utterances. This research was a descriptive-qualitative study methodology, focussing on the disfluency types that occurred during Drew Lynch's speech while doing stand-up comedy on the American Got Talent 2015 stage. Data gathered through observation by watching movies multiple times in order to grasp the context of the stuttering and transcribe the subtitles of the videos into textual form. Then, the data was analyzed based on the types of disfluency using Zebrowski's (2003) and Campbell and Hill's (1987) frameworks. Lynch produced a wide range of disfluencies, including filled pauses, phrase repetition, revision, multisyllabic whole-word repetition, monosyllabic whole-word repetition, repetition of specific sounds or syllables, sound extension, and block. The monosyllabic whole-word repeat was more prevalent, but in the context of stand-up comedy, stuttering disfluencies did not hinder the meaning transfer.

The next study is from (Pravitasari, Octaviani, and Arumsari, 2021), entitled *Error Analysis On The Students' English Speech of STMIK Sinar*

Nusantara. The goals of their study were to identify STMIK Sinar Nusantara students' English speech errors using a psycho-linguistic approach. The data of their research was from recording the students' presentation. They used theory that proposed by Clark and Clark to analyze the data. They discovered 336 (100%) speech errors in their report, which were then graded as “Silent Pause (34%), Filled Pause (13.7%), Repeats (9.2%), Retraced False Start (0.3%), Corrections (4.5%), Interjections (3.7%), Stutters (14%), and Slip of Tongue (20.1%)”. This study has similarity with the writer’s study in the theory, and objective. And this study has differences in the data source.

Lastly, (Zulaihah and Indah, 2021) examined slip of the tongue method in Barack Obama interview entitled *Slip of The Tongue in Barack Obama Interview at The Axe File*. This research looked at the sort of slip of the tongue that occurred during Barack Obama's interview on The Axe Files. This study used a descriptive qualitative approach. This study investigated the audio data from The Axe File episodes 108 and 288, which were published in 2016 and 2018, using Fromkin's and Clark's hypotheses. The results showed that Obama used anticipation, perseveration, transposition, substitution, mix, and haplogogies. Substitution was the most common kind created throughout the interview. Furthermore, cognitive difficulties, situational anxiety, and social variables all influence slip generation.